

The New Teacher Comes to School

By

GLEN G. EYE

WILLARD R. LANE

EXPLORATION SERIES IN EDUCATION

Under the Advisory Editorship of
JOHN GUY FOWLKES

HARPER & BROTHERS • ESTABLISHED 1817

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This is the first text to be devoted wholly to problems of new teachers in the schools. It discusses at length their peculiar problems, their special needs, and ways of expediting their adaptation to school and community. The authors also draw attention to individuals and groups who have responsibilities to new teachers.

At a time when the teacher shortage becomes more acute each year, and the most serious losses in teaching personnel are among those in their first years of experience, it is important that special efforts should be directed toward increasing the holding power of the profession.

THE NEW TEACHER COMES TO SCHOOL is a major contribution toward this end. It should serve as a stimulus and guide to those concerned with planning induction activities for new teachers—school administrators, PTA organizations, and school boards especially. It will also serve as a valuable text in college courses in school administration.

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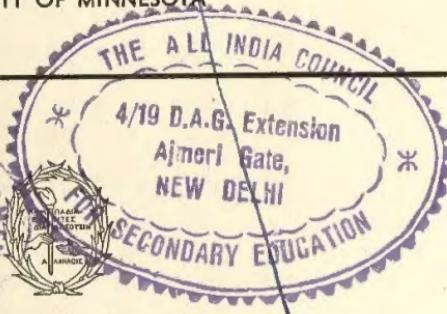
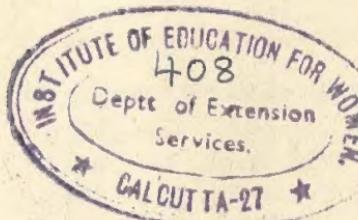
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EDITOR'S INTRODUCTION

What kind of a community (town) will it prove to be? Where will I live? Will it be necessary for me "to room and board" at the same place? (I don't like to be tied down for my lunch and dinner—it would be nice to be able to get my breakfast where I have slept.) What do the people in the place where I am going to teach "think of teachers"? Will the kids be nice? Will my church include members who will be congenial? Can I swim or play golf? Does the town get good movies? Is there any legitimate theater? Will I have any fun? Is the public library good?

What kinds of persons are the superintendent of schools and the principal of the building where I will work? Will they really be interested in me? Will I like or be afraid of my principal and superintendent? I liked the superintendent when I interviewed him and I asked him for a job. Anyway, I'm going to do my best to do good work so people will like me. I'm lucky to have the opportunity to teach in this community.

Is there a good professional library in the school? Are up-to-date magazines made available to teachers? Will I have difficulty in getting the materials essential for effective learning and teaching? Will I be allowed to visit some schools to learn what other teachers in my field are doing? What kinds of people are the teachers in this system? I do hope that there are no factions among the teachers, especially in my building.

I wonder how that new teacher we employed through the placement office of my university will work out? Will she get off to a good start? Will she like us and the community? Will she "fit in well" with the rest of the staff? Her academic record and recommendations were excellent. She was a fine citizen in college as shown by her work on the Student Council and by her participa-

tion in several other activities. In my interview with her she seemed genuinely interested in teaching and said she wanted to teach in our town. She has marked poise and charm. I believe she will prove to be a real addition to our staff. We must do everything we can to make her feel that we are glad she accepted the invitation to join our group of fine teachers.

Such are some of the important questions and thoughts that race across the minds of teachers, principals, superintendents, members of boards of education, children, and parents when "A New Teacher Comes to School." Queries such as those just raised are natural and appropriate for all concerned with local school systems throughout our country.

Satisfactory answers to some of these inquiries and others similar to those presented above should be found and given in the form of officially established and recorded policies of the board of education before appointment to the staff of a local school system is accepted. Satisfactory answers to other matters of the type being discussed can be enjoyed only after "the new teacher has arrived on the job" and both "the new teacher" and "the home folks" have taken specific action towards the new teacher becoming an integral part of the given school and community. "Letting nature take its course" may ultimately make new teachers "feel at home" but for most mortals it takes a considerable period of time "to find our way about." Consequently, if the new teacher is "to click quick" the reception, initiation, orientation—call it what you will—of the new teacher, must be carefully planned by school administrators if "the home folks" as well as the new teacher are "to get off to a good start."

The following pages present extensive discussion of many of the matters of concern to the new teachers and suggest arrangements which may well be made by school officials and citizens in receiving the new teacher. Widespread reports of effective practices in this connection are also included.

This volume is an interesting and useful guide for those con-

cerned with and responsible for welcoming the new teacher. Although it is addressed especially to school administrators, school board members, parents, and prospective and experienced teachers will also find it both good and helpful reading.

The authors of this book are men not only of sound scholarship but also of high administrative skill. Both men have held the posts of high school principal and superintendent of schools as well as responsible positions in universities. It has been my pleasure to have enjoyed a wide variety of associations with Dr. Eye for some twenty-eight years and with Dr. Lane for about a decade. Hence the writing of this introduction is indeed a happy experience.

JOHN GUY FOWLKES

FOREWORD

Schools long have had supervision of one type or another. In some it has been spasmodic and shallow; in others, continuous and thorough. In all situations, past and present, the chief purpose of supervision has been to improve those aspects of the learning situation which will result in better educational opportunities for the pupils. Emphasis is usually placed on the improvement of teaching performance. Programs of supervision are geared mainly to the teachers established in the service of the school. New teachers in the school have had little special attention. They have had to struggle into the preferred circle of supervisory assistance. Until recent years, the pattern of supervision notably lacked provision for the special needs of a special group of teachers—the new members of the staff.

The critical shortage of teachers in the recent post-war years has stimulated continuously growing concern for a program of recruitment of new teachers. Attention and action have been focused upon the encouragement of high school graduates to enter a teacher education institution. This aspect of the program is important, of course, and should be pursued with much vigor. It seems sensible, however, that there should be a concerted effort to recruit among those now teaching. The purpose of recruitment here would be that of keeping those teachers already in service. Since the greatest losses among the currently teaching group are among those in their first years of experience, special effort should be directed toward increasing the holding power of the profession at this point. As in all activities of consequence, planning and action are essential to progress.

The central theme of this book is that of drawing attention to the new members of the teaching staff. Attention to their peculiar

Foreword

problems, their special needs, and their potential teaching effectiveness should lead to planned programs of assistance. They need special types of help and such help can be made available. Further, the book identifies those individuals and groups who have, and should meet, responsibilities to new teachers. It is highly important that the interest of all should be stimulated. It is equally important that the efforts of all be coördinated. Supervision and recruitment must not be activities separated from induction.

It is not the intent of the authors that this book serve as a manual of specifics for those who become interested in an induction program for new teachers. It is their conviction that each school and school system should develop a program that will use the local resources and that will meet the needs which are local in nature. It is their hope that the analyses and suggestions presented here will stimulate and guide those who accept the challenge of planning induction activities for new teachers.

Few tasks can be accomplished without the assistance of others. The writing of this book is no exception in this respect. Any soundness of data, conclusions, and proposals are deeply rooted in the careful thought and helpful responses of the many students, teachers, and administrators who were interviewed. Humble and grateful acknowledgement to these—our esteemed colleagues in the teaching profession!

G. G. E.
W. R. L.

THE NEW TEACHER
COMES TO SCHOOL

CHAPTER 1

Teachers for Our Schools

The word "school," used in any context, will bring to the mind of almost any American a picture out of the past, a concept of the present, or an anticipation of the future. To the older person school connotes something far different in plant, methodology, and even content from what his grandchildren are a vital part of now. And Americans of the very newest generation have their idea of school too, perhaps only as the big building where older brothers and sisters go every morning, or the place where they will soon learn to read. In whatever form, "school" has definite, personal meaning to nearly every one of us in this country. The United States is unique in the high percentage of the population that has had direct experience with a school and with education. School problems and school issues could be a common ground for discussion and understanding for practically any two people the nation over.

THINGS THAT MAKE A SCHOOL

It takes a number of things to make a school. It takes buildings, playgrounds, books, taxes, school boards, school districts, county officers, state officials, school administrators, teachers, and pupils. The concern for the success of the school most often, and not surprisingly, centers attention upon the teacher. The person near-

est the heart of pupil activities is the teacher. It follows, then, that any inclination to talk about the school brings the teacher into the focus of consideration most of the time. When school affairs are going well and praise is in order, the teacher finds it pleasant to hold the center of the stage. When criticism develops out of dissatisfaction with the school, the teacher may wish to be thought less important among the factors required to make a school.

PUBLIC INTEREST IN THE SCHOOL

The guarantee of "life, liberty and the pursuit of happiness" to everyone has been a persistent concept of social relationships and of government in this country. It has stimulated many plans and schemes for finding the best possible ways by which people might realize ideal relationships. Our citizenry has hoped to control all the factors in a democratic way in order to achieve the ideal. An analysis of the process and success in establishing and maintaining this guarantee is not the burden of this discussion. Rather, the concern here is to identify education as one of the factors recognized as significant to the plan and functions of government in our land.

EDUCATION AS AN INSTRUMENT OF DEMOCRACY

The pronouncements of social, civic, and religious leaders in each decade of our national existence bear excellent testimony to the fact that education has been one of the highly valued instruments of the people. Education is woven into our dreams and plans for a continuing "life, liberty and pursuit of happiness." There are, of course, other factors that share the honor of serving such noble purposes but education has been one of the more persistent as an object of recognition. Such public confidence in education places an enormous burden of responsibility on the schools and on those who work in the schools.

The needs of society are so great and so diversified that the tasks of the schools are broad, intricate, and heavy. The scope of dependency upon schools may be caught in this statement:

In reality, it is the establishing generally in our free society of the right relationship between the individual and the society of which he is a part. It is the resolving of the seeming paradox of developing the privileges and capacities and increasing the wants of individuals, while at the same time building an economy and social structure which is an entity in itself. It is the preservation and further expansion of freedom, and at the same time the establishment in general acceptance and practice of the supremacy of the general welfare. It is a problem that can be attacked successfully only thru the right kind of education.¹

The schools are instruments of the people of the various states. If the program of education seems to be an ambitious one, it became so because the citizens wanted it that way. Professional educators may influence the design and nature of the program, but the determination of the general purpose of the school rests with the lay people who decide that there shall be schools. The educational program has evolved until the generally accepted central purpose is

... to strengthen, improve, and unify American life. The great need of our society in this new era is that thru a dynamic program of public education the basic ideals of our society may be established with such understanding and vigor:

1. *In the lives of our people*

- a. That self-restraint in the interests of the general welfare and the ability voluntarily to put community before self become characteristic traits of the American people.
- b. That divisive and disintegrating forces that spring from materialism, human selfishness, and prejudice find little nourishment.

2. *In the functioning of our economy*

- a. That atomic power and technical power become the instrument of a fuller enjoyment of freedom and not the instrument of its loss.

¹ American Association of School Administrators, *Schools for a New World*, Twenty-Fifth Yearbook, Washington, D.C., National Education Association, 1947, pp. 42-43.

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b. That our nation may carry to an ultimate family of nations the moral force of its ideals as they are genuinely exemplified in the well-being and happiness of our people.²

THE MAGNITUDE OF SCHOOL PURPOSE AND FUNCTION

The most avid enthusiast for public education may be somewhat awe-struck when thinking about the magnitude of the expectations placed upon the public school system. The above-quoted central purpose relates primarily to the school as a part of American life. The purpose and function of the school becomes more localized and more intimate as one looks at a particular school or a local school system. The individual parent expects the school to meet the requirements of national welfare, the needs of the state which creates and maintains the public school system, and the desires of the local community which holds it in the firm grip of a proprietary interest while each teacher in each classroom ministers to the social, educational, health, ethical, and emotional needs of much-loved sons and daughters. Teachers must accept these expectations of the school system and must be prepared to carry the burdens of such a comprehensive assignment.

The central purposes of the school will not be satisfied unless the major functions of the school are identified and accomplished. According to one summary statement, the functions of the school are:

1. *To nurture within the orbit of the school's influence the primary conditions and requirements of social health which are prerequisite to the growth of wholesome personalities and the happy, useful adjustment of individuals to their social environment.*
2. *To provide for and direct the participation in and contribution to the organized life of the immediate community of individual pupils and school groups.*
3. *To assume responsibility and furnish competent leadership (a) in developing community consciousness of the needs of children*

² *Ibid.*, p. 48.

and youth, and (b) in coordinating the work of the community's youth agencies.

4. To serve to the limit of its resources the cultural, recreational, and communal needs of the adults of its community.
5. To develop in each pupil the competence that will equip him
 - a. To handle well his personal problems
 - b. To give socially valuable expression to his unique abilities
 - c. To make a constructive contribution to the betterment of the social and economic groups of which he is a part
 - d. To cope realistically and intelligently as an individual citizen with the grave economic and civic issues of his time.
6. To train pupils in the ways of democratic behavior and the techniques of the democratic processes of groups intercourse, enterprise, and action.
7. To guide the growth of each pupil toward physical, mental, and emotional health.⁸

EXPRESSIONS OF CONFIDENCE IN SCHOOLS

Evidence of broad interest in the schools is to be found other than in the provisions for education in the form of laws, buildings, and the compulsory attendance age in most states. It may be discerned in the provision for transportation, health, recreation, and other special services; the extension of educational opportunities upward and downward with respect to chronological ages; and the opportunities of a special nature for atypical persons. Further, the adult education facilities bear eloquent testimony to the confidence that our citizenry has in educational programs. A few decades back in the history of this country there was a fairly well-defined limit to the kinds of benefits that should be granted to the veterans of our wars. Common benefits were pensions, bonuses, hospitalization, and assistance to dependents. Following World War II there was added to the list of veteran benefits a subsidy for various types of educational opportunities. The public accepted supports of this type to the point that there was demand that the

⁸ *Ibid.*, pp. 50-56.

same benefits be extended to veterans of the Korean action. In these and in many other ways the American people show a fundamental interest and confidence in education.

Two national organizations may be cited as evidence of public interest in the public school programs: the Parent Teacher Association and the National Citizens Commission for the Public Schools. The P.T.A. is an agency of long standing developed and maintained to promote and support good schools. The National Citizens Commission is of recent origin and developed as a result of the rapidly growing crisis in education due to increasing enrollments, the teacher shortage, public lassitude toward the dimensions of the growing needs of the schools, and the vicious attacks upon the public schools by self-appointed critics, whose motives were obscure.

During the good times, people tend to turn their attention to personal pleasures and welfare. This does not indicate a devaluation of the goodness of the schools so much as it does an assumption that the schools are as constant in their relationships to society as a mother is to a child. It is in times of crisis that attention turns to the schools as the vital agencies of the society that created them. The Second World War is a good example of this attitude. War has become so technological that education is a necessity for many of the functions to be performed by the armed forces. Education designed for peacetime did not meet the needs of the war enterprises. People turned a critical eye upon the schools and upon the teachers. Without analyzing the change in educational needs, many thought that "something has to be done about our schools." This fast shift of interest in education was a stunning experience for many professional educators. Looking back from the vantage point of a few years, it can be seen now as an expression of public confidence in the services of the educational programs. People did not want to do away with the schools but rather to have them serve quickly the purposes of a national emergency.

One may analyze the kind of interest, measure the amount of interest, speculate on the methods of focusing interest, but he seldom would think of questioning whether the public has an interest in the schools. The record of it is so consistent that it is a commonly accepted axiom. Many of the most cherished ideals of the American people, such as freedom, popular government, and respect for the individual, are based upon the idea of self-improvement. In these concepts the idea of self-improvement is inseparable from the idea of public education for all people.

PUBLIC ATTITUDES TOWARD THE SCHOOLS

An interest that leads people to think about and to work for schools in the variety of ways and in the amounts just described must be acceptable as evidence of attitude toward the schools. There are notable examples of interest and action that may be regarded as based upon unfavorable attitudes toward the schools. Luckily, for the schools and the public served by them, the great majority of people display a favorable attitude toward the schools.

THE ATTITUDE AND THE INDIVIDUAL

Attitudes are very personal. It follows, then, that a personal point of view usually dominates the possessor of the attitude. There is a tendency to view most situations as they relate to our own present or past experiences. The adult layman will look at the school and at the school program from the point of view of the kind of school he went to or from the point of view of what he wants the school to do for him now. The professional educator may be somewhat intolerant of the "backwardness" of the layman because of the reference to the past and, as a result, may lose the coveted friendly attitude when the study of today's needs are not related to the experiences of yesteryear. In general, the layman is eager to understand the new things that come into the present school programs but he wants to see their relationships to the things that used to be.

The attitudes of the public or publics are most often clustered around common purposes. Schools may be considered the joint or public enterprise that unifies people more than anything else except those incidents or situations that would be termed catastrophes. The school is an object of common and uniform concern—more spectacularly in times of crisis but refreshingly constant in more ordinary times as well. Frequently, however, an individual or a small group may turn away from the common purpose and seek to use the schools for selfish purposes. The history of public education is well spotted with efforts of this kind. It is interesting to note that in almost every instance the larger public has become aware of the deviation and set about in the democratic way to make a correction. Often, those who have sought to use the schools for personal purposes will readily recognize and admit the error and, in turn, become parties to the corrective action. The high degree to which the schools have been kept free from the domination of special interests is evidence of the wholesome attitude of the public toward their schools.

THE POWER OF THE SCHOOLS

The purposes of the schools often are stated in terms of the preservation of our culture. There is little doubt that most people want this to be accomplished through education, but few will want the schools to be limited in purpose and function to that alone. Education is looked upon as an instrument of change as well. The kind of change, however, that is to be effected by or through the school must be the decision of the populace, with the decision constituting an expression gained through the democratic process. Any other means of using the schools as an instrument of change would be looked upon as the work of a special interest group.

It is very probable that the public has developed an excessive confidence in the power of the schools. The tendency to believe that almost any bad situation can be corrected through formal education in the school is in many cases quite unrealistic even

though most complimentary to the schools and to professional educators. When a mother calls the school and says, "Tell the children to stop throwing snowballs," she is expecting the school to do something that she could not accomplish by a single command to her own child. Yet it seems not to occur to this mother that the school may not be able to perform miracles of child control. In the less simple situations, the patriotic orator may call upon the schools to develop in one generation what decades of legislatures have been unable to accomplish. It is important for both laymen and educators to recognize that the high degree of confidence placed in our public schools results often in an over-expectation of the things that can be accomplished through formal education.

PUBLIC-SCHOOL RELATIONSHIPS

In some cases there is a stockholder-trustee attitude toward the schools. This is perhaps a very wholesome attitude to possess. It keeps the relationship between layman and educator in good perspective. It has an objectivity that encourages stability of attitude as well as performance. The stockholder-trustee relationship or attitude is to be preferred to the mother-child attitude which has some record of existence. Love, punishment, submission, and retaliation are liberally intermixed in the mother-child relationship. Teachers, as mature people, resent being treated as children. On the other hand, the teacher cannot occupy the position of submissiveness without setting up certain protections of his individuality that may stimulate the antagonism of the layman. In other words, when a parent-child attitude toward the teachers exists, it is to the best interest of all concerned to seek immediate and major improvement.

There are many occasions on which a most wholesome human emotion stimulates people to do nice things for others. School-teachers seem to be the object of this emotion as often as the members of any other profession are. A good example is the TV

program under the title "This Is Your Life." Nation-wide honor was paid to Miss Babcock of Highland Park, Michigan.⁴ This fine teacher was honored because many people knew of her work and wanted to express thanks for a lifetime of service in education. The facilities of a major broadcasting company and a leading professional educational journal joined with scores of former students and friends in making possible this tribute to Miss Babcock.

When considering the attitudes toward schools and education, one may be quite certain of one thing: few persons and few groups are without some identifiable attitudes. So close is public education to the people of this country that the attitude of possession and belongingness is always existent in some form. Neither laymen nor professional educators should seek to establish an independent relationship.

WHAT IS EXPECTED OF TEACHERS?

The interest in and attitude toward the schools will reveal generally the expectations to which teachers are held accountable. The success or failure of an enterprise becomes closely identified with the people involved in the direction of it. There is little satisfaction in crediting or blaming a building for the presence or absence of functions that may take place within its walls. There is more satisfaction in accusing teachers, superintendents, and board members for the absence of a good educational program than in placing the blame on nonhuman elements such as tax rates, buildings, and low assessments. An accused or praised person can respond with facial expression, word, and action. It should seem strange to no one, then, that the expectations of the educational programs are focused upon the teachers. Lay people want the schools to accomplish what they were designed to do. They hold the teachers responsible for the delivery of a product that matches the expectations.

⁴ Arthur H. Rice, "This Is Miss Babcock's Life," *The Nation's Schools*, December, 1953, pp. 72-73.

SCHOOLS AS A REMEDY FOR TROUBLE

As indicated earlier in the chapter, the expectations directed to the schools are not limited to those things that commonly have been accepted as objectives of education. The general inclination is to turn to the schools for the remedy to any distasteful situation. This means that in times of stress, personal or public, the schools and, thereby, the teachers have new and varied expectations to meet. This relationship of education to crises as expressed in a meeting of citizens is described in this manner.

During World War II and the preceding depression, not much school construction took place. At the end of World War II, the birth rate went up, and so did the demand for really good schools. The American people had renewed confidence in themselves and an increased awareness of the importance of education. They expected more from their public schools than ever. Countless young mothers and fathers, who themselves had more education than any generation of parents in history, expected that their children would get an education at least as good as theirs, and probably better. The schools, however, were in poor condition to meet these expectations.⁵

KEEPING UP WITH CHANGE

Teachers are expected not only to keep up with the changes initiated by and in society but also to keep up with the changes that are being made continuously in the techniques of education. In the schools there have been changes in the curriculum, in the methods of instruction, in instructional materials, and in the hoped-for products of education. Any one of these changes—and there are many others—well might challenge the ingenuity of teachers to meet to their own satisfaction without adding the complexities of public demand. Seldom is it possible to concentrate on one change at a time. Adaptations must be made while the teacher is confronted with several needed or demanded changes. At the same

⁵ *How Can We Help Get Better Schools?* New York, National Citizens Commission for the Public Schools, pp. 3-4.

time, he is to "hold the line" on those phases of the educational program that are meeting with general acceptance and satisfaction.

FREEDOM AND RESPONSIBILITY

The multiplication of the expectations placed upon teachers often causes them to develop a sense of frustration. They feel that their professional activities have been so proscribed by the public that their personal freedom has been lost. Lay people need to recognize the importance of freedom as an incentive to creativity in work, but teachers need, at the same time, to acknowledge the responsibilities that must attend the desired freedom. An appropriate balance between freedom and responsibility is indicated in the following statement:

Among the important features of academic freedom are the following: (1) freedom of inquiry and research; (2) freedom of discussion of controversial issues in classrooms; (3) freedom of use of materials.

In exercising these freedoms, teachers must assume certain responsibilities, which may be defined along the following lines: (1) refraining from partisan or sectarian advocacy in classrooms; (2) respecting the rights of disagreement and independent judgment on the part of students; (3) placing the stress on the development of reflective-thinking skills rather than upon acceptance of particular conclusions; (4) exercising good judgment in relation to emotional problems and needs of children at various maturity levels; (5) avoiding meeting community quirks head-on unless they involve basic issues of the democratic faith; (6) working with lay people and local administrators in defining the scope and direction of academic freedom.⁶

The continuous barrage of expectations that are directed teacherward calls for school staffs that possess a great variety of skills. All evidence of this moment indicates that the public will

⁶ M. H. Willing, *et al.*, *Schools and Our Democratic Society*, New York, Harper & Brothers, 1951, p. 390.

continue to place the onus of the realization of their expectations from the public schools squarely upon the shoulders of the teachers.

PRESSURES ON TEACHERS

Community expectations are usually a form of pressure intended to serve as controls over teachers. Expectations of the type discussed in the section above are mainly the expression of the culture of the community and the hopes and dreams of the adults for their youth. When the expectations take the form of the demands of special interest groups, the teacher is dealing with militant promotion and advocacy. Pressures of this type are not necessarily undesirable and subversive. They may, however, divert the school program from its original intent and from the controls that a community should properly exercise over its own public services.

DEALING WITH PRESSURE GROUPS

Pressure groups may not make a direct approach or attack upon the schools and upon the teachers. They might have access to the press, the radio, the board of education, or even the legislature of the state. A pressure group usually is counteracted by another and opposing pressure group; if not, the constituted authorities of the school district must meet the demands with careful scrutiny and straightforward action. The teachers are obligated professionally to stand by the principles of education in which they believe. This stand may lead to outright opposition to antagonistic influences. A community, however, should not expect the teachers to fight its battles. The educator can call the attention of the public to the influences that are playing upon the schools and explain the probable outcomes of such pressure. The community must then formulate its policy and initiate the appropriate action. Teachers should be expected to give sound advice on educational matters but should not be expected to perform the functions that are the responsibilities of the citizenry. It should not be assumed at any

time that pressure or special interest groups are a cancer in our educational society. Rather, they are instruments of the people if they use the democratic process in the expression of their wishes. They are cancerous only when they use illegal, unethical, or immoral means in pressing for their special desires. Here again, the function of the teacher is to keep the public informed of what is happening and to offer sound advice on the educational issues involved.

REACHING YOUTH THROUGH THE SCHOOLS

Pressures of the type under consideration here are those that are designed to influence the content and purpose of education and thus to control the outcomes of the schools in terms of the minds, bodies, and spirit of the pupils. The struggle of these pressures has been referred to as the "battle for the minds of youth." The teachers may be said to stand at the crossroads to police the conflicting and antagonistic groups that seek to win this battle. Whether the groups or pressures come singly or in numbers, the teacher must be a selector of those that may be admitted safely into the educational program. Teachers frequently are in or are likely to be drawn into the cross fire of conflicting interests in the community. This is a part of the teachers' task and service—one that is to be accepted with courage rather than to be resented or resisted.

The American Association of School Administrators squarely faced this problem of "Schools and Social Pressures" in its Twenty-Sixth Yearbook. After a pertinent discussion of the issues involved, the authoring committee offered the following things for professional workers to do:

Make children's needs, not the wishes of any person or group, the criterion for each proposed change in education.

Grant a respectful hearing to all groups who seek it; investigate and weigh their proposals carefully.

Refuse to make the school a catch-all for the legitimate work of other agencies and institutions.

Dare to pioneer with school services and programs for which there is need, irrespective of current public demand.

Keep the public informed about, and in sympathy with, each major forward step.

Provide adequate funds, personnel, and time for each new function and service rather than try to force it into an already crowded program.

Enlist the help of the professional staff, and often of lay leaders as well, in evaluating materials, projects, and suggested changes in school policy or program.

Extend and enrich the school program, not piecemeal, but according to a well-considered total plan.⁷

TEACHERS CAN CONTRIBUTE TO THE SCHOOL

Any organization justifies its existence to the degree that it fulfills or achieves the purposes for which it was established. An organization is inert apart from the people that create it and cause it to be continued. It has been stated several times earlier in this chapter that the teachers are the center of interest when people study the school. This attention is an appropriate recognition of the importance of the teacher's contribution to the functioning of a school. It is not trite to say that the school is "what the teacher makes it."

The teacher does more than hold a position. He brings to the school a knowledge of many things that should be taught, an understanding of children and the process of learning, a realization of the nature of the school's service to the society that created it, and the skill required to direct the learning activities of youth which best take place in the school. The teacher demonstrates other skills which are related to the general responsibilities of

⁷ American Association of School Administrators, *The Expanding Role of Education*, Twenty-Sixth Yearbook, Washington, D.C., National Education Association, 1948, p. 286.

school work. These skills may take the form of a desire for learning new things, a profound respect for truth, the art of democratic relationships, and a loyalty to God and country that is sincere and consistent. Perhaps the quantity of education offered to youth can be determined by legislation, but the quality is dependent primarily upon the teaching.

THE INFLUENCE OF PERSONALITY

The teacher's personality often is an important factor in pupil development. Pupils may become like the teacher or they may defy the influence of his personality upon them. Many pupil opinion studies have been made and show a consistent report of reaction to the personality of the teachers. Personality often determines teacher-pupil relationships. The teacher personality, then, may (1) determine the pupil's attitude toward learning, (2) influence the pupil's level of aspiration for the adult years, and (3) keep more pupils in school than can all the compulsory attendance laws and policing truant officers.

Teachers are being called upon, more and more, to participate in the policy-making activities of the school district. Policies include the various aspects of school organization and administration. It is necessary that the teacher have a broad comprehension of the purposes of education, the instruments of education, and the ability to interpret the desires of the people of a community. The role of the teacher is no longer confined to the classroom or the school grounds.

PROFESSIONAL STATUS

The professional status of teachers is of much more consequence than membership in educational organizations. As members of the teaching profession prove capable of giving sound advice on educational matters to the people in a community, they will be held in higher esteem and consequently will exert greater influence. This professional status is closely related to the prestige

in which teachers are held by the pupils and by the laymen of a community. Again, as the prestige rises, the teacher-pupil relationships will improve in such a manner that pupil learning will increase. Another aspect of prestige is that when the teacher is held in high esteem by the parents, the pupils' school activity is stimulated. The favorable attitude of parents toward teachers constitutes a pressure on pupils to do better work in school.

Pupils and laymen are sensitive to the relationships between teachers. An intrastaff feud soon will be reflected in the work of the pupils and in the attitudes of the people in the community toward teachers and school. Teachers can contribute to the school and the community not only a capacity but also a willingness and skill to get along well with people, whether colleagues or others.

IN-SERVICE ACTIVITIES

The teacher is involved in the in-service program of the school. This involvement may have many aspects. Most common among the in-service devices is the opportunity to work with colleagues on selected school problems. Those responsible for the direction of such programs have found that group action is not problem centered in an effective manner unless the members of the group have had an opportunity to assist in the selection of the problems to be studied. Since the more pressing problems in most schools are those dealing with instruction, the teachers are the logical persons to make suggestions regarding those most in need of study.

CONTINUING CHANGE IN SOCIETY

The changing nature of society places a responsibility upon educators to study the changes and plan an educational program that will keep the schools in step with the expressed or implicit wishes of the people of the supporting community. The changes in society usually represent some changes in values. The change in the values that society permits or initiates must be interpreted in educational programs. Each decade seems to have its own peculiar

adjustments to make to the changes of its time. The problem of the school and of the teacher is more one of adapting to change than one concerned with the nature of the change itself. In a publication at the beginning of the decade just past, this statement is found:

We live in a revolutionary period of history. All our values, all our ways of existence, are being challenged. Upon the choices we and our children make a fateful future hangs. How can we equip those children to choose wisely and then to act with effective intelligence? It is evident that we must be clear as to our basic values; we must understand what are the most important social facts of our times. Then we must obtain schools in which our children can learn to share those values, to deal with those facts. But if this is to be done, teachers who can create such schools must be produced.⁸

The mediation of these values then becomes one of the important contributions of the teacher to the school. Choices must be made and it is essential that they be wise ones. It takes good teachers to make good choices in helping schools and communities to adjust to each other.

The school often is called a laboratory for democratic living. The teacher, then, must be competent in establishing and maintaining democratic relationships. The teacher not only must be the most competent in living democratically but must have the desire and the capacity to do so consistently. This is only one of the many contributions that the teacher can make to the school but it is a most important one.

TEACHERS CAN CONTRIBUTE TO THE COMMUNITY

A teacher can help a community in many ways. A good performance in the teaching assignment is probably his most important service. It is in this way that he helps the children to get an education and, in so doing, helps the community to fulfill one

⁸ Commission on Teacher Education, E. S. Evenden, Chairman, *Teachers for Our Times*, Washington, D.C., American Council on Education, 1944, p. 175.

of its most cherished functions. Each community wants to give its children the tools for achieving a successful life. The tools of education are the ones in which people have the most confidence. Citizens of any community know that schools are not possible unless some specialized and professional assistance is secured. Teachers, then, come into a community at the request of the citizenry for the purpose of helping in the achievement of this most commonly accepted purpose.

BETTER FAMILY LIVING

Teachers can help to build solidarity in family life. Pupils often bring their personal, economic, social, and family problems to the teacher. Wise counseling at such times helps the child to solve his own problem and at the same time, indirectly, may help the family solve the problem or situation that brought the child to the teacher. Teachers can help to keep down the irritants in the home and, by so doing, give the family a chance to work out its plans and problems in a pleasant, peaceful, and constructive way. The many worries and troubles that seem so ever present in the management of a home and of a vocational pursuit are reflected in the attitudes, habits, and physical condition of the children from the home.

Teachers can help the pupils to get a wholesome point of view toward their personal responsibilities. Parents get much support from the school in the training of children. A case in point is the habit of regular washing of the teeth and of hanging up clothes. When schools set up toy and clothing exchanges, they are making a contribution to the community that would probably not occur otherwise. A listing of the many things of this type that schools do could go on almost without end.

COMMUNITY-CENTERED SCHOOL PROGRAMS

Modern educational programs are developed in close relationship to the characteristics of the school community. In developing a community-centered school program, it is necessary to study the

community very closely. The community study usually is done as a coöperative project in which teachers, pupils, and parents join. The school-sponsored or -initiated community study often brings out facts that even the older inhabitants did not know or had forgotten. Many items of knowledge and *realia* are discovered and preserved. Community studies started by the school have often served as the opening gun for a broad and comprehensive community improvement program. An important product of a school that has participated in a community study is the pride and loyalty in the home community that grows in the minds and hearts of the children and older citizens. Pride and loyalty are basic ingredients to the stimulation of an improvement program either for the person or for the community. In this way the teacher makes another fundamental contribution to the community.

The school program has ways of helping the community other than in the stimulating or directing of surveys of the local area. The survey, however, focuses attention on many things in the community that merit a place in the local school curriculum. The description of the resources of a community—human, economic, or cultural—constitutes information that is worth the learning on the part of the pupils but, further, it is information that may lead to the development of new industries or other economic assets. Programs for the conservation of resources have depended primarily upon the instruction in the schools. Safety education and safety habits can be identified as measurable contributors to the welfare of the people of a community. Teaching the methods of fire protection and fire prevention has been a program that could make little progress if it were not for the facilities of the school. Sponsors of special programs aimed at the adults of the community have come to rely upon the schools as the most convenient and effective method of reaching the maximum number of people. In many other aspects of living, the school and, therefore, the teacher have contributed to the welfare and progress of the local community.

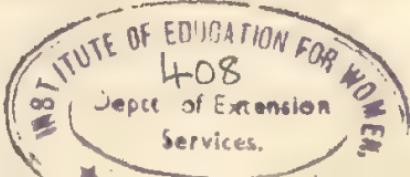
THE DIRECT AND INDIRECT CONTRIBUTION OF VOCATIONAL SERVICES

The community contributions of teachers are not limited to their professional services. Teachers can and should establish roots in a community and find the "security of belonging" that any other member has. They may find a place in the local church, the civic club, the service club, the social organization, and in the legally governing bodies of the community. Teachers are citizens and, as such, should exercise the rights and obligations of citizenship.

Aside from being decently helpful and friendly at all times, a person's consistent and continuing contribution to the community in which he lives is through the services of his vocation. The teacher, then, will help the community most by being a good teacher. His impact upon the community is mainly through the pupils. Pupils are taught many things that will be useful at the moment as well as throughout the period of adulthood. What they learn in school will qualify young people to meet their problems as they arise. The habit of meeting problems as they appear and skill in dealing with them will constitute a resource in human personnel that may assure the progress as well as the survival of any community. The teacher's hand is in the training and development of youth and, therefore, in the present and future welfare of the community.

PUPILS BY THE MILLIONS

The term "school age" has been in use so long that it might, for practical purposes, be called an adjective describing the age group between five and seventeen. For practical purposes, also, "schooling" and "education" often are used synonymously. Technicians in education may object to the loose use of these terms but they seem to persist. The usual measure of the need for schools is found in the statistics of "school age" youth. In the interest of accuracy, however, it should be noted that education and schools are being



accepted increasingly as agencies of service to *all age* groups. School statistics deal mainly with the traditional school age group and seldom include those enrolled as adults and as special students. The numbers of pupils in the five-to-seventeen age group are large enough, without using others, to impress the average person with the magnitude of the needed provisions for formal educational opportunities.

THE BACKGROUND OF SELECTIVITY

The reader of the history of education will have his twentieth-century concept of schools shocked somewhat by the fact that education at one time was a privilege granted only to the wealthy or ruling class. It took centuries of progress to make elementary and secondary schooling the privilege and the duty of all people. This concept of universal education is more firmly fixed in the American culture than in that of any other country. So firmly is it established here that going to school is no longer left to the discretion of the parent or of the child; it is compulsory at the ages specified in the statutes of each state.

When education was not universal and compelled, the enrollment in schools reflected a process of selection based upon various factors such as geographic location, economic status, religious affiliation, or parental vocation. It would be difficult for one to develop arguments in support of the various selection factors that have operated from time to time. The most persistent line of argument in support of selectivity in enrollments has been that used to define selection on the basis of intellectual ability. Regardless of the merits of the arguments supporting selectivity, the practice of limiting school facilities to chosen groups has been abandoned with the exception of occasional protest in the form of a flurry of words and temperaments. The slogan "Education for all the children of all the people" has achieved almost complete realization in the "American dream."

THE PROBLEMS OF UNIVERSAL EDUCATION

Compulsory education for all is noble in purpose and practical as a nationally accepted social pattern. It involves, however, some very real problems for the teachers and administrators who must perform the specialized services required for its accomplishment. At the same time it presents some heavy financial burdens for those who must pay taxes to support the school facilities. It requires teachers to implement an educational program that will fit the great variations of ability and interest found in all the children of all the people. The layman can little appreciate the difficult task involved in adapting the learning opportunities to the pupils. The layman thinks he is doing nobly when he pays the tax that makes the school program possible. He doubtless thinks his role in the educational program is more strenuous and exacting than that of the teacher. There exists, then, an interesting paradox. The teacher and the layman start toward a common goal but must meet differing responsibilities in the process of achieving it. These differing responsibilities often lead to misunderstandings, tensions, and open conflict. Both teachers and laymen might profit from a periodic scrutiny of both goal and process in order that harmony might grow out of a better appreciation of the need for diversity of performance that is essential to any enterprise of great magnitude.

JUDGING THE SOUNDNESS OF UNIVERSALITY

There are many ways to gain reassurance that universal education is worth the effort and the cost. Some would point to our industrial progress, some to our lack of poverty and pestilence, others to the television towers on so many dwellings, and yet others to selected aspects of life that impress them most. Perhaps all could agree that a steady lowering of the number and percentage of illiterates in our population is a measure of the importance of our educational programs. An illiterate is commonly defined as one who cannot read or write either in English or in any

other language. The percentage of illiterates is compiled by decades and the record of progress (lower illiteracy rate) in this category is as follows: "(1870) 20.0; (1880) 17.0; (1890) 13.3; (1900) 10.7; (1910) 7.7; (1920) 6.0; (1930) 4.3; (1940) 4.2; (1950) 3.2."⁸ Many factors have combined, no doubt, to induce this progress in the fight against illiteracy but few people would deny that the school has been a major one.

POPULATION INCREASE

When the people of a country are committed to the principle of *education for all the children*, one must read the census data with the realization that an increase or decrease in the total population has a direct bearing on the trend of school enrollments. The population increase in the United States during the past decade is estimated at about twenty million people. In spite of this increase we still have ample elbow room and it is difficult to get most laymen much concerned about these staggering census data. The large annual "crop" of babies is more often the stimulus for a humorous remark than a cause for serious thought on the obligations and problems incurred.

THE POPULATION "BULGE"

The population may increase when the birth rate is stable but people live longer. The rate of increase accelerates when people both live longer and are born in greater numbers at the same time. It is the latter phenomenon that has been characteristic of our population growth for the past decade. The birth rate has not merely increased; it has jumped beyond the wildest predictions. A growing population of this type is soon reflected in school enrollments. The *World Almanac* describes it in this manner:

Between April 1, 1950 and July 1, 1952, the Bureau found

⁸ *The World Almanac and Book of Facts for 1954*, New York World-Telegram and Sun, New York, p. 478.

substantial increases in the number of pre-school children and elementary-school age children. The biggest change took place in numbers of children 5 to 9 years old, which increased by over 13%. On July 1, 1952, there were 43,837,000 children in this category (under 15 years), as compared with 40,483,000 on the earlier date. This is reflected in the larger enrollments in elementary grades, which may be expected to increase by 1,000,000 pupils a year for several years to come.¹⁰

THE DIMENSIONS OF "BIG"

The magnitude of the effect on schools of the steadily increasing population may be seen better in Table 1.

TABLE 1. Elementary and High School Enrollments in the United States Projected to 1960 ^a

School Year	Total Elementary School Enrollment (in Thousands)	Total High School Enrollment (in Thousands)
1929-30	23,514	4,740
1939-40	20,985	7,059
1945-46	19,937	6,187
1947-48	20,742	6,255
1949-50	22,113	6,379
1950-51	22,739	6,493
1951-52	23,503	6,518
1952-53	25,044	6,619
1953-54	26,438	6,787
1954-55	27,565	7,075
1955-56	28,321	7,454
1956-57	28,777	8,152
1957-58	29,248	8,723
1958-59	29,385	9,091
1959-60	29,439	9,256

^a Adapted from Tables I and III, *Journal of Teacher Education*, Washington, D.C., National Education Association, March, 1953, pp. 48-49.

Lay people are inclined to see this growing population as more productive power, as a greater reservoir of potential soldiers, as more mouths to feed, as more voters to influence, or as a number of other possibilities which will be determined by personal back-

¹⁰ *Ibid.*, p. 257.

ground, experience, or major interest in life. It remains for the teachers and others who have developed a strong interest in and concern for the schools to interpret the population increase in terms of educational needs and school facilities.

INCREASED EXPENDITURES

The phenomenal growth in population with the corresponding increase in school enrollment brought on the anticipated rise in expenditures for school buildings, school supplies, salaries, and other costs. The rising costs were augmented or aggravated by an inflationary economy as well as the demand for education by the continuously increasing number of pupils. The mounting costs of consumer goods, the requirements of national defense, the steadily growing demand for more public services, and the reckless money habits resulting from war psychology placed the schools in a position of having to scramble for money among many agencies competing for public support.

In the past fifty years public school expenditures have increased from about one-quarter of a million dollars to over six and one-half billion. This may seem to be an unreasonable and unnecessary increase in costs unless one takes time to compare it with the increase in the number of pupils, the increase in the number of teachers needed to teach so many pupils, and the inflated economy of the war and postwar periods. Percentage-wise the increase in school costs has not kept pace either with the total national income or with the trend of expenditures for all public services. The tax bill for schools is one of the larger single items in local and state expenditures for public services and for that reason is the object of close scrutiny by the tax-cutters and budget-reducers.

TEACHER-LAYMAN RELATIONSHIPS

The increasing school enrollments and the rising costs of education have put the schools and schoolteachers in the position of being the targets for criticism. Criticisms may come in many forms

and may be sponsored by many combinations of people and interests. Regardless of form or motive of criticism, teachers take the brunt of it. Teachers are sensitive people just like those in other types of work. They do not enjoy criticism. Yet, as was indicated earlier in the chapter, those who want to protest the pressure of high taxes can get little satisfaction from criticizing a school building or an inflated economy. The person who feels injured because of the total burden of public services finds the teacher close at hand and available for an attack. Although such attacks may bring relief to the attacker, the teacher may respond with resentment and sometimes a counterattack. Unfortunately, the result is lack of coöperation and understanding between two agencies that must work together if the children are to have the deserved and necessary educational opportunities.

Again, it is well to suggest that both laymen and teachers should pause often to recall that they have a common objective, namely, the education and development of children. All need to appraise and reappraise the nature of their frustrations and tensions so that *causes* may be seen in the proper perspective. Since the progress of education is a professional responsibility of the teachers, it seems appropriate that the members of the profession should take the lead in presenting the school in the proper perspective, i.e., as one of many important agencies serving the public and dependent upon support from tax moneys. Teachers will be falling far short of their professional obligations if they exhaust their energies in nursing their personal, real or imagined, injuries rather than in promoting with poise and confidence the best interests of the schools and of the pupils.

THE SUPPLY OF TEACHERS

The number of teachers required to staff a school is related directly to the number of pupils to be educated and the services that are to be provided by the school. In those schools where the enrollment has not reached the point at which classrooms are

crowded, more pupils may be enrolled without the need for another teacher or more space. As soon as the school is filled to reasonable capacity, an increase in enrollment will require more teachers and more facilities.

THE LIMITS OF CAPACITY

The idea that production can be increased at lower unit costs may apply to schools up to a point. It is dangerous, however, to carry the analogy with industrial production too far. There is a limit to school plant capacity and there is a desirable maximum number of pupils that one teacher can teach at one time. The idea that a teacher can increase the number of pupils per class as an emergency measure may be accepted, but when the emergency extends over most of a decade, one suspects that an emergency has become a permanent situation. The acceptance of more and more students in the schools without increasing the teaching staff as needed to do justice to the program develops a situation in which laymen and teachers come into conflict. The laymen are concerned about many other serious and personal problems that leave them too little time to understand school problems as the teachers see them.

SUPPLY AND DEMAND

The Research Division of the National Education Association summarizes the only reliable data on the supply of and demand for teachers. The data are published once each year and give the information that one needs in order to see squarely the situation and the problem. *Supply* is measured primarily by totaling the number of new teachers added to the profession each year as a result of completing the teacher education courses in an institution of higher learning and of qualifying for a teaching license. Other sources of supply account for a very small percentage of the total. *Demand* is measured by totaling the number of positions filled by teachers who had not taught during the previous school year. Data

meeting this definition of *demand* are more accurate and realistic than if the estimate had been based upon the number of position vacancies that had been announced.

The total number of college and university students completing certificate requirements according to the regulations of each of the forty-eight states, Alaska, the District of Columbia, and Hawaii in 1953 was 101,179. The number completing the preparation in 1952 was 110,263. The drop comes at a time when the number of pupils is steadily increasing. It must be remembered, also, that not all of the teachers qualifying to receive a license go into teaching. In some institutions not more than half of the graduates in teacher education accept a teaching position. This loss accentuates the problem of getting enough teachers to meet the increased enrollments.

Teaching positions are filled by beginning teachers, by teachers moving from one position to another, or by former teachers returning to service in the schools. It is to be hoped that states will not attempt to meet the teacher shortage by lowering the standards of certification. Such has been the partial solution in some states, but staffing the schools with substandard teachers can never be acceptable. Furthermore, there is some evidence that raising standards attracts more recruits than does lowering them. Recruitment has been developing as a major concern among laymen as well as among teachers. It takes time, however, for the recruit in teacher education to complete the course and become a statistic in the "supply" column. This lag in preparation at a time when the increasing enrollments are realities rather than anticipations constitutes the main ingredient of the present crisis in the schools with respect to staff.

The decreasing supply of teachers, the number leaving the profession, and the increasing enrollments are the major elements in the *demand* problem. The N.E.A. Research Division spells out one phase of the problem in this way: "Because of increasing enrollments alone, the number of elementary school teachers will in-

crease from about 650,000 in 1952-53 to about 780,000 teachers by 1959-60—a total increase of 130,000 in the teaching staff of the elementary schools. In high schools, the number will need to increase from 335,000 teachers currently employed to approximately 420,000 by 1959-60.”¹¹

There are more and more pupils. There are too few teachers. Good education is dependent upon good teachers. Parents and other laymen do not want the quality of education to be undermined. Teachers are laboring under the increasing burden of numbers of pupils and often feel deserted by those who basically are interested in the education of youth. The ideal of universal education is held firmly by the American people and the price of it is becoming more and more evident to an increasing number of citizens. If professional educators and conscientious laymen can keep their common goal in mind, a good solution to the many current educational problems will be found. The present crisis must challenge people to marshal rather than to waste the resources of group action.

PROFESSIONAL AND EDUCATIONAL INTERESTS

It can be argued well that the best teacher will merge his professional and educational interests so that they are one aspect of life. These two interests can be merged in theory but they may be separated for the purpose of analysis. From the most practical point of view, however, they are separate in the humble day-to-day teacher performance. It is well to look at some of the types of performances in which one or the other interest appears to be dominant.

Educational interest. The determination of the goals which will be sought as the end of school-sponsored educative experiences may be termed an educational interest. It is professional in every sense but it is first of all an obligation to the school and to the

¹¹ Research Division, National Education Association, “Teacher Forecast for the Public Schools,” *Journal of Teacher Education*, March, 1953, p. 56.

children. It is an act that is designed to make the school do what the people in the community want education to do. The motive for working hard at this task or interest is to do justice to the pupils rather than to gain personal or professional praise, recognition, or benefits.

Professional interest. While the teacher is busy with the duties of the school program, he often must give some attention to the matter of his personal and professional security. He must have insurance. He must make provision for retirement benefits. He must guard against the cost of illness. He must know something about the continuance of his employment. These and other problems are proper items of concern. They are the types of things that might be called professional interests as opposed to educational interests. The motive or goal in pursuing these interests is personal primarily and altruistic secondly.

Educational. Curriculum planning is an activity that aims specifically at the improvement of the school program. Every good teacher must have some of the skills required for the development of a learning program. The help of laymen is welcomed on a coöperative basis. Suggestions from the nonteaching groups are respected and the commonness of motive is never questioned.

Professional. While the teacher is working on the curriculum and other educational problems he may be concerned with working conditions. He sees the increasing number of pupils in his classes and the growing inadequacy of the school building. He is aware of the limited instructional supplies. He sees many things that make his work more strenuous and, sometimes, more nerve-racking. He is willing to have laymen help in the improvement of working conditions but he probably does not credit the layman with the commonness of purpose that was assumed when working on the curriculum.

Educational. The teacher, as a part of his regular duties, must evaluate the progress that pupils are making. He does the task carefully and with an appreciation of the need for a keen sense of

honesty and fairness. He is willing to discuss the problems of evaluation with his colleagues or with the parents. He can accept suggestions on the ways that his evaluation techniques could be improved. He may invite parents to check his judgment in the values he believes to be important and his accuracy in the use of them. He works at this task with little thought for his own welfare.

Professional. The teacher knows that, just as he evaluates the work and progress of his pupils, he too will be evaluated as a teacher. He knows that the result of the evaluation of him may determine his salary increase for the following year and perhaps his renewal of contract. Thoughts about his evaluation seldom cause him to relax and revel in the emotional satisfaction of unselfish service. He is inclined to be concerned about the integrity of the person who is to pass judgment on him. He feels that an increase in salary will help him to do better work at his teaching assignment but he is not certain that the school board will look upon salary as a device for the improvement of instruction.

The above types of teaching activities and teachers' concerns are only illustrative of the way in which the educator's professional life and activities might be categorized. The interests are interrelated at many points and in many circumstances they seem to operate as one interest. Practically, the two interests are always ready to part company. The teacher, then, is working on the one hand to build a good educational program for the pupils and on the other to take good care of himself. It is not implied here that this duality is wrong or even unhealthy. The point of presenting the diversity is to help both the teacher and the layman recognize the nature of the problems that exist in working together pleasantly and profitably.

The layman as well as the teacher must seek and achieve a balance between professional and educational interests. The layman needs to realize that he has a vocational as well as an educational interest. The teacher must recognize that the layman's

vocational interest is not school work as is his own. Out of the recognition of the diversity of interests can develop a pattern of relationships between professional and educational interests that will serve the schools well.

VARIETY OF DEMANDS UPON TEACHERS

The complexity of the task of teaching, the variety of interests trying to influence the schools, the mysterious operations of the human mind, the difference in individual interests and purposes, the nature of learning, and a host of tangible and intangible elements in the educational program make teaching school a composite of skills, characteristics, ideals, and physical stamina. Teachers and laymen alike may see clearly the goals that are to be reached through a program of learning, but the process by which these goals are achieved can challenge the sincerity and talents of all. The purposes and interests of individuals can become mixed and confused with public or group desires.

The teacher is at the same time a member of a profession, a public servant, and an individual with human urges and feelings. The person who passes judgment upon the teacher may be at the same time a parent, a taxpayer, a church member, the member of one or more special interest organizations, and an individual with all the urges and feelings of other human beings. Out of this complex of people and relationships must develop the plan, the support, and the accomplishment of the educational program.

A GOOD PERSON

The teacher is expected to be a good person—with "good" meaning a number of different things. In general, it means that people want the teacher to be as fine as the more respected people of the community. The teacher grows up in a particular community and learns the set of values approved by his home culture. His values will have to be adapted to the culture of the community where he is employed. Although the adaptation may have some

two-way or mutual aspects, responsibility for the adapting usually is left to the teacher.

A GOOD SCHOLAR

The teacher is expected to be a good scholar. It is easy for the layman in the community to turn to the teacher as though he should be able to answer any and all questions. If the teacher cannot answer, his inability may be the source of pleasure for the mean person or the source of suspicion for the one who has a blind confidence in the schools. On the other hand, if the teacher answers questions with too much accuracy and assurance, he may be dubbed a walking encyclopedia, a snob, or one who *knows* but cannot *do*. The caricature of the teacher in the past has not been a complimentary one. References to the teacher as an occupant of the "ivy tower and ivory dome" may appear less frequently now but the words have not been lost to the vocabulary of the non-teacher. Neither have the old caricatures been overcome if the occasional radio program and movie can be credited with some interpretation of our cultural patterns.

A GOOD TEACHER

Most common of the demands upon the teacher is that he be a good teacher. Many may judge him by what they remember from earlier student days. There has been a reasonably wholesome understanding and agreement, however, between teachers and laymen as to what the schools should do and how they should do it. The life of the teacher would be relatively simple if the problems of the position could be limited to an uninterrupted teaching program. Some wags claim that such uninterrupted teaching could take place only in a fully endowed orphanage. The positive value in a situation in which both layman and teacher exert influence on the school program is that out of the mill of difference, discussion, and agreement come good decisions.

A GOOD CITIZEN

The teacher is expected to be a contributing member of the community—not always a simple requirement. The differing interests and the set patterns of belief and conduct present some problems to the teacher if his contribution is to be made without alienating a segment of the population. Some laymen believe that teachers should keep free from alignments on controversial issues. Others think that teachers are citizens and have the privilege and obligation of participating in all community activities as does any other member of the community. Since both points of view are usually present in every community, the teacher has a somewhat precarious road to follow. On the other hand, the teacher should realize that the leading people in any other profession or service encounter the same complex of demands and influences.

MANY AND VARIED DEMANDS

These observations about the demands upon the teachers are only briefly presented examples of the long list of expectations that they may face. The demands change from time to time and it would be an invitation to error if it were assumed that a complete list could be developed which would remain unchanged for many times and occasions. This entire chapter has been designed to help the reader gain a conception of the breadth of demands upon the teacher and the complexities involved in meeting these demands.

CONTINUOUS PROFESSIONAL GROWTH

Teachers are expected to improve in their professional work even though their assigned tasks are arduous and the environment for education often is uncertain. No matter what the work, one is supposed to improve as he gains experience. To result in greater effectiveness in work, the experience must be accompanied by self-appraisal, capacity for improvement, and a desire to be better. Teachers are expected both by their colleagues and by the people of the school community to improve with experience.

THE MEANING OF IMPROVEMENT

The teacher's improvement should take place in the assigned position and in the environment in which the school program is developed. The position is not always just what the teacher may have hoped to have, and the environment is not always as conducive to a good educational program as he may have anticipated. Nevertheless, he must meet the requirements of the position, of the school program, and of the community. Meeting the requirements does not mean merely mastering a static situation. It means meeting each new situation as it arises. It takes an intelligent, alert, and adaptable person to meet the professional requirements of continuous growth.

The amount and quality of improvement is most often judged by those who care most about the educational opportunities offered the pupils. Three groups, then, will be watching for improvement—pupils, parents, and colleagues. Others may show interest from time to time but the groups just named will be the most consistently concerned. These groups are not unfriendly to teachers but they will apply their own systems of appraisal. They probably will be more assertive in showing their expectations and appraisal than in assuming some responsibility for helping one to meet the requirements of the teaching situation.

Improvement must be marked if it is to be observable. The inclination to assume that anyone who has been in the same work or position for a long time has gone stale on the job is just as wrong as the assumption that a new person on the job is going to make many mistakes merely because of the newness. It is unfortunate that assumptions of either type are made. An objective outlook and appraisal would be much more productive for those who are held responsible for improvement. Those experienced in a position should be better able to improve in working out a program from the standpoint of personal and professional security than those who have a multitude of new problems and situations.

to meet when they take over the obligations and responsibilities of a new position.

SPECIAL HELP TO NEW TEACHERS

Most people are inclined to make judgments of others on the basis of very short acquaintance. These judgments persist for varying periods of time and may delay if not determine a reappraisal after extended acquaintance. The first encounters in a position may temper the new teacher's outlook, efficiency, and progress in the profession. Since the first impressions and experiences are of major consequence, it becomes important that all forces and influences coördinate and consolidate in an all-out effort to help the teacher get a good beginning in a new position.

WHAT DO YOU KNOW AND WHAT DO YOU THINK ABOUT THESE QUESTIONS?

If you are a layman—

What do you remember best about your school days? Is there some teacher that stands out in your memory? Why was that teacher different from all others? As a youngster did you make the teacher's life easier? Do you sometimes boast of your earlier misbehavior in school when school-age youth might hear you? Do you think your stories will help or hinder present-day teachers? Have you had the urge to go to school in recent years and "tell off" the teacher? Did you do it? If so, would you let the teacher talk to you as you talked to him? If not, why not? Do you look upon the teacher as a paid servant or as a co-operating citizen? Do you think your attitude will make any difference in the way you act toward the schools and toward teachers?

If you are a school administrator—

How do you see your simultaneous responsibility to the teachers and laymen? In case of conflict of interest between the teachers and the citizens of the community, where is your loyalty? Do you belong to any community organizations expressing an opinion about the

schools that are in conflict with school practice? If so, what position do you take? Do you think that people in the district expect too much of the teachers? What are you doing about it? Are some of the teachers getting some criticism because of a failure to understand and appreciate the customs of the community? What is your responsibility in such cases? Do you have an abiding faith in the worth of education and the schools that promote it? Would you want your sons and daughters to be teachers?

If you are a teacher—

Do you have ten close friends who are not teachers in the community where you teach? Do you have a feeling that people are talking about you behind your back? What have you done to find out if they really are? How much have you learned about the community since you arrived as a new teacher? What is the nicest thing a parent has ever said to you? What did you do and have you done about the remark? What are the things about you that should make people like you and want you to stay in the school and community? What are the things about you that might make people criticize you and want you to teach in another community? Do you want to and can you change?

CHAPTER 2

The Problems of Being a New Teacher

There are comings and goings among the membership of every profession. Each one may have some unique characteristics with respect to the stability or instability of its ranks. There are some holding-power factors operating, however, in about the same manner in all professions. Marriage, retirement, illness, death, and change of profession seem to reduce numbers in the teaching profession as they do in other fields of work. Among teachers, there is from 7 to 10 percent loss or turnover each year. It is well to note that the drop-out rate among pupils does not follow the same patterns as exist in the case of teachers. Since the natural reduction in the number of staff members is not paralleled by the pupil population, the continuing need for new staff members is inescapable. It is the purpose of this chapter to explore some of the characteristics of the new teacher in a new position and to describe some of the problems that often are encountered.

THE IMPORTANCE OF GOOD PLACEMENT

THE ADMINISTRATOR'S RESPONSIBILITY

The wise selection of teachers is the most important single function of the school administrator. The final decision to invite a candidate to become a member of the school staff tests the good judgment of the employing officer. His decision influences not

only the progress of the children in school but also the operation of the school as a coöperative staff activity. The way in which the new teacher adapts to the school philosophy, to the requirements of the position, to the personalities encountered, to the professional activities of the staff, and to the demands of the community will disclose the soundness of the selection process—which process includes the candidate's wisdom or folly in accepting the position.

THE EMPLOYER AND THE EMPLOYED

The final decision of a teacher to accept a position is as important as the decision of the administrator to employ him. The signing of a contract means to the employer that the new teacher not only agrees to fulfill the terms of the contract but also accepts the responsibility of maintaining desirable personal and professional relationships in the school and in the community. The existing common concepts of employer-employee relationships in the schools place far more responsibility upon the teacher for "getting along" than upon the employing officer, school, and community to help in the "getting along." The people already "on location" sometimes view the newcomer from their positions of comfortable security in a manner that stimulates insecurity, fear, or resentment in those who lack established roots. The new teacher's success or failure, nevertheless, depends on his ability to meet the personal and professional demands made upon him by the school and by the community.

In spite of a continued emphasis on the importance of recognizing the need for good human relationships in school administration, too little attention is given to the wants, needs, and desires of an applicant for a teaching position. A survey of the literature reveals many opinion articles and some research reports which suggest ways and means by which school administrators can appraise the candidate for a position. But very few suggest techniques or methods of gathering information concerning a teaching position so that the candidate's acceptance or rejection of offered employ-

ment can be based upon alert analysis and sound judgment. In some schools handbooks give the teachers and teacher candidates some information about the school. Brochures often made available by the local chamber of commerce summarize facts about the community. There is a trend in interviewing that promises to make the employment interview an opportunity for the candidate to get some desired information. The recognition that the candidates have some *rights* in the employment process is as important as a mastery of the techniques of communication which will guarantee those rights.

WANTING A POSITION

FIRST STEPS IN SECURING A POSITION

When a candidate announces that he is available for a teaching position he probably has one in mind that does not and could not exist. He is inclined to think of an ideal situation—one in which the pupils have an insatiable thirst for learning, the school staff is sweetly understanding of one another, the janitors see a relationship between the teacher's load and the amount of paper on the floor, the teachers look upon legal tenure as an insult to the community's estimate of the staff, and the citizens look uniformly upon the uniformness of the educational program. Teachers experienced in a position know better. New teachers, particularly beginners, are inclined to dream such dreams and then to believe that they are real. Experienced teachers, however, when going to a new school and community are inclined to think that all the unpleasant aspects of the previous position somehow will not be found in the new situation. It is amazing how many such disillusionments teachers can take and yet hold to their optimism.

The usual procedure for announcing one's availability as a candidate for a teaching position is to register with a teacher placement agency. The placement agency supplies the teacher with a set of forms on which he is asked to provide selected items of information such as (1) the subject areas in which he desires to

teach, (2) his professional preparation, (3) his teaching and/or leadership experience, (4) his other professional activities and affiliations, and (5) the names of persons who can provide an estimate of his performance record and his potentialities in the school and community and among his professional and social colleagues.

The candidate's qualifications and the other information supplied on the placement agency forms constitute the basis upon which the agency officials decide to send notices of current position openings. The placement agency usually arranges for the initial contact between the candidate and the prospective employing officer. The employer sees the candidate's set of credentials, but the information supplied to the candidate regarding the position is so meager that it provides only a general designation of the school grade or subject to be taught, the school's geographic location, and usually the salary range for the position. The idealism of the candidate, described above, might make it difficult to inform him fully about the vacancy since it would be inclined to obscure the facts that might be supplied. This characteristic complicates the service of the agency official who wants to perform a genuine service to education through appropriate and satisfactory placements. In spite of this difficulty, the agency must persist in trying to supply the candidate with information which will help him to make a wise rather than a chance decision in becoming an applicant for a position.

APPRAISING THE VACANCY

The notice of a vacancy stimulates the pent-up anxieties of the candidate to get started in his new professional work. Teachers vary with respect to the types of position desired and a particular vacancy appeals differently to each potential candidate. Elsie F. Gibbs,¹ in an article entitled "What Appeals to Good Teachers,"

¹ Elsie F. Gibbs, "What Appeals to Good Teachers," *Education Digest*, September, 1947, pp. 8-10.

concluded, after making a tour of the Midwest to recruit teachers, that teachers considered four things of primary importance when applying for a position: (1) professional inducements, (2) community appeal, (3) security, and (4) living conditions. Professional inducements, according to Gibbs, appear to be the most important item. Teacher candidates want to know something about the opportunities for advancement, for personal recognition, for specializing in a particular field of interest, and for working with professionally minded teachers and administrators.

Information about the school community is of genuine importance to the prospective teacher. The cultural activities, the recreational opportunities, the churches, the cliques, and the degree of personal freedom are important items which a teacher wishes to know and to consider before accepting a position. The geographic location of the community and the transportation facilities in and out of the community are significant points of consideration. According to a study by Lane,² a group of 101 beginning teachers indicated that the geographic location of the community and the transportation facilities in to and out of it ranked highest in importance when they applied for a position.

THE NOTICE OF VACANCY AS A SOURCE OF INFORMATION

The notice of a vacancy received by the candidate often contains little definite information about the specific grade levels or classes to be taught. The teacher placement agency can supply only that information which is furnished by the employing school officer. The candidate who wishes to teach eleventh- or twelfth-grade English does not receive much help from a notice which states merely that an English position is open. Although a good description of the position is desirable, in the majority of cases employing administrators do not enclose a "job description" with a notice of

² Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, May, 1951, pp. 61-74.

vacancy. In consequence the teacher has no choice but to apply for a position with too limited knowledge of its nature.

The notice of a vacancy enables the candidate to locate the school and community geographically and gives him the name of the authorized employing official. The candidate must decide on the basis of this limited information whether he wishes to apply. Upon decision to apply for a position, tradition dictates that he merely express a desire to become a candidate for the position. Common practice dictates also that the letter of application contain information about the candidate rather than a series of questions about the school and community. In fact, the candidate might jeopardize his employment opportunities by asking the employing administrator for more information about the position before arriving at the decision to become an applicant. Rightly or wrongly, teachers believe that administrators and school board members quickly suspect the candidate who asks too many questions of being a potential troublemaker. Such teacher beliefs may be based on more fact than it would please the employing agents to admit. If the employer, after some study of the teacher's credentials and other sources of information, calls the teacher for an interview, the teacher-applicant can hope only that he may obtain the information he desires about the position before being confronted with the decision of accepting or rejecting an offer of appointment.

GETTING INFORMATION FROM THE INTERVIEW

While the employing administrator usually sets the time and place of the interview in advance, he also may come to the school or college campus where the candidate is teaching or studying unannounced. If the administrator comes to the college, he may wish to examine the credentials of various candidates and ask the placement official to arrange for interviews with those selected from a group. The teacher-applicant usually appears at the interview totally unprepared for the experience. He may come from a

college class in dress that he would not have chosen for an employment interview. He has had little opportunity to gain the poise and mental readiness of which he is capable. The abruptness of the situation limits his skill in answering questions as well as asking questions.

CONVENIENCE OF CANDIDATE IGNORED

The employing administrator may set the time and place of the interview with total disregard to the convenience of the teacher-candidate. This often is necessary especially if the administrator has many teachers to employ. Occasionally, however, a great injustice is done to the prospective teacher by failing to allow him to suggest an alternate date or place. A good example is related by a recent senior student at a midwestern university: She had received a letter from a school administrator in a city of 8000 in a neighboring state asking her to appear for an interview on a certain date. The designated date was also the day of the university honors convocation, at which time she was to receive a coveted award. The candidate called the employing administrator, explained the circumstances, and asked if she might have the interview postponed to the following day. The administrator tersely informed the prospective teacher that if she wished to be a candidate for the position she would appear on the scheduled day. The candidate felt that the position was sufficiently important to miss the honors convocation and on that day drove 300 miles, at her own expense, for the interview. She arrived at the school in mid-afternoon only to be informed that the administrator was out of his office. She waited until early evening when he returned from his golf game. After an interview lasting about fifteen minutes she was told by the administrator that he would let her know when he reached a decision. This was the last she heard about the position.

This exact situation may not arise often but there are many other ways in which a master-servant relationship is created between the candidate and the employing administrator. .

RELUCTANCE OF CANDIDATES TO ASK QUESTIONS

The teacher-candidate, if given time, approaches the interview with questions in mind which he hopes will be answered. He desires information about the school, the community, and the specific duties that he will be expected to perform. Lane³ found that beginning teacher-candidates did not obtain much desired information during the interview and that many of them entered into a contract with little knowledge of the school, the community, or the personal and professional demands which would be made on them.

Beginning teachers reported a feeling of reluctance to ask questions during the interview. Many of them were afraid they would impair their chances of securing the position if they asked too many questions. On the other hand, many school administrators insist that they do allow and encourage candidates to ask questions during the interview. The point may properly be raised as to whether the candidate's desire to gather facts which are pertinent to him will be interpreted by the employing administrator as impertinence. It is well to inquire further whether the administrator's statements, which should have been of vital concern, may have fallen on deaf ears because he spoke in the practical language of the practitioner to an idealistic, bookish beginner.

There are many instances in which both the candidate and the administrator recognize the need for the interview to be a source of mutual information. Lane's study, however, reveals that administrators and beginning teachers do not agree on the relative importance of items concerning matters of personal interest and matters concerning the community. They do agree on the relative importance of information which deals specifically with the teaching position and the school. The administrator must keep in mind that questions asked by the candidate, although they appear to be relatively insignificant to him, are very important to the candidate.

³ *Ibid.*

The channels of communication between teachers and administrators must be two-way in nature during the process of employment as well as after the teacher is engaged as a member of the staff.

THE LAST CONTACT BEFORE CONTRACT

The interview usually is the last contact between the teacher and the employing administrator before the teacher is offered the position. The administrator's urge to have all staff positions filled and the candidate's awareness of the imminence of a signed contract may deter a full realization of the mutual benefits of the interview. According to Lane's study, beginning teachers rated the employment interview as one of the poorest sources of information about the school, the teaching assignment, and the community.

There are substantial advantages both to the candidate and to the employing officer if the interview is held at the school where the position is to be filled. Some administrators want prospective teachers to come to the school for the interview in order that they may gain first-hand knowledge of the community and of the school. Other administrators invite the candidates to the school after the interview but before a contract is offered. The teacher who has an opportunity to see the school and the community as a part of the employment process is fortunate. Expenses may constitute a serious problem to a candidate if he is asked to come for an interview at the school in which he is applying for a position. Some school systems meet this problem by paying the travel expenses of selected candidates. This matter of expense does not trouble the experienced teacher-candidate who has been earning as it does the college senior who is completing his preparation and probably has limited financial resources.

PLANNING FOR THE NEW POSITION

The signing of a contract stimulates teachers to do some immediate and specific planning for the coming school year. The date school opens, living accommodations, scheduled assignments,

counseling, direction of cocurricular activities, and the content of the local required course of study become important items of information. A teacher under contract differs from the same person as a candidate in that his interests become more specific and aligned in order of necessity.

SPRING VISITATION FOR NEW TEACHERS

The new teacher has a minimum opportunity to learn about the new position and the new community before he signs the contract. Some administrators correct this situation by providing for a visitation to the new school position before the end of the school term preceding the term of employment. Provisions of this type can be made only when selection and employment of the new teacher has been completed before the end of the school term prior to the period of the contract. This gives the new teacher an opportunity to visit classes, talk to his predecessor, and gain a first-hand knowledge of the school system in operation. The opportunity to see the adopted textbooks, the course of study, the records, and the report forms is one desired by new teachers.

Unfortunately the chance to visit the school is not always available to the new teacher. If he is employed in another school it is difficult, if not impossible, for him to reach the new school while it is in session. Many administrators fail or find it impossible to provide this opportunity to new teachers. In such cases the new teacher can gather little information which will put him at ease about the position or permit him to make the desired specific preparation for the next term.

FROM UNCERTAINTY OF EMPLOYMENT TO CONCERN ABOUT THE NEW POSITION

After the new teacher has signed the contract he faces a new kind of uncertainty. He now has a position for the coming year but doesn't know exactly what to do about it. He may secure living accommodations, plan his subsistence until the first pay check is

received, speculate on the possibilities of new friendships, dream of vague successes and specific failures, and make lesson plans that he hopes will carry him through the opening days of school. His future colleagues experience a peace and security that he will not know until he teaches under a *renewed* contract.

In some localities school administrators and community leaders write letters to the new teachers welcoming them to the school and to the community. This is the exception rather than the rule. The majority of school administrators, however, offer aid in securing living accommodations.

The new teacher may attempt to gather information about the school and community during the period between the time the contract is signed and the opening of school. This information may be accurate and helpful or erroneous and conflicting. He is not in a position to appraise properly his sources of information.

A handbook or letter describing the school and the community as well as providing the rules and regulations of the school would be most welcome, but very few new teachers are fortunate enough to receive it before they report for duty. In fact, many receive only hurried oral instructions at the opening faculty meeting.

REPORTING FOR DUTY

SELF-HELP MAY BE THE ONLY HELP

When the day to report for duty finally arrives, the new teacher's plight still is little better than it was while he was applying for the position. He is faced now with an entirely strange community. If he arrives by train or bus he must find his way to the school or to his living quarters. New surroundings stimulate a certain amount of fear and nervous tension in some persons. Others, however, arrive exuding confidence and self-sufficiency. A good example of the latter is the beginning teacher from a midwestern college who accepted a position in the Far West. He had been employed through an exchange of letters and telegrams and had

no idea what to expect on arrival in the new community, which was more than a thousand miles from his home. He arrived at his destination by motorbus. Although he had telegraphed the time of his arrival to the superintendent, there was no one at the bus depot, located in the town's only hotel, to meet him. He approached the desk clerk and introduced himself as the new teacher in the local high school. The desk clerk immediately suggested that the hotel had some fine rooms which would be suitable for a teacher. The young teacher, of course, did not suspect that the school board or the superintendent would care where he stayed, and anyway he felt quite capable of selecting his own rooming place. Before calling the superintendent, the young teacher arranged to room and board at the hotel for the entire school year. Several hours after his arrival, the superintendent came to meet him and, as they were driving to the school, informed him that there were three places in town where the teachers were more or less expected to stay. When the new teacher stated that he already had completed arrangements for living at the hotel, the superintendent promptly indicated that the board of education might not approve of a teacher there. This rather brash beginner asked the superintendent if there was any sensible reason why a teacher should not stay at the hotel and, inferring from the superintendent's answer that there evidently was not, decided to remain even though several board members suggested otherwise.

After becoming acquainted with the teachers in the school and a few people in the community, the new teacher realized that the hotel manager was held in low esteem in the community because he was the only resident of a particular religious faith. The teacher was offered a new contract at the end of the school year on the condition that he leave the hotel for more acceptable living quarters.

The point of the above example is that through some self-confidence and some self-reliance this young teacher had the community divided against him even before he had taught one day of

school. His error, no doubt, could have been avoided if someone had met him at the station and helped him locate an acceptable rooming place. Confidence and self-reliance are desirable traits for a teacher to possess but they should not be permitted to incur such arbitrary antagonism.

SCHOOLS LAG BEHIND INDUSTRY

Many industrial managers recognize that a new employee is nervous and ill at ease when he reports for work. As a result, they exert a special effort to make him feel at ease. The new employee is sent a letter which welcomes him to the company. It usually contains a description of employee benefits, recreational facilities, and directions indicating to whom and where he is to report for work. Upon reporting for work he is greeted by the person who has been assigned to facilitate his acquaintance with the plant and with his particular job.

THE FIRST DAYS OF SCHOOL

LIMITED INDUCTION ACTIVITIES

Some school systems do make moderate effort to help the new members of the school staff during their first few weeks or during the first year in the position. Others have limited programs for the induction of new teachers. The majority of school systems, however, offer the new teacher little or no assistance.

Some school systems have a pre-school workshop at which plans are formulated for the coming year. An effort on the part of the administrative and supervisory personnel in these systems might be made to give the new teacher a special opportunity to become acquainted with the routine of the school system during this period. Such efforts are most rewarding. If no provision is made to give special help during the pre-school workshop, the entire program may have little meaning to the new staff member.

THE VALUE OF THE PRE-SCHOOL FACULTY MEETING TO BEGINNING TEACHERS

Most schools open with a faculty meeting, if not with an extended workshop, and it is at this time that the new teacher is supposed to receive most of the needed information. Lane⁴ listed fifty-three items of information which beginning and experienced teachers considered important when they accepted a position. The majority of administrators indicated that the only time allowed for discussion of twenty-seven of the fifty-three items was at a faculty meeting on the first day of school. These items of information ranged in content from dominant racial and nationality groups in the community to the specific subject assignments of the teacher. In the majority of the schools new teachers were expected to acquire sufficient information in the short period of a few hours, whereas a few schools used approximately a full school year to provide new teachers with the same information. This discrepancy in practice is the mark of an area of administration that lacks the acceptance of responsibility or satisfactory techniques. New teachers do not credit a faculty meeting on the first day of school with being a satisfactory source of information about the school and its policies, the required course of study, the required records and reports, and many other particulars which pertain to the school and community.

INTRODUCING THE NEW TEACHERS

Most schools provide some sort of introduction of the new teachers to the returning staff members and to the pupils. This usually takes place at an informal social hour, the first school assembly, or a regular faculty meeting. Any of the occasions can be helpful if the welcoming teachers make it a point to become personally acquainted with the new teachers. Special effort should be made to see that the latter become acquainted with school patrons

⁴ *Ibid.*, p. 186.

or other laymen as early as possible. If the "carry-over" teachers use the social occasion as a time to discuss their summer experiences and fail to circulate among the new members of the faculty, the informal social hour is not successful as a means of helping them. Neither is an introduction to the students in an assembly helpful if it is an occasion for the boys to whistle at the new woman teacher or for the girls to fake a swoon over the new man teacher.

FACING THE CLASS

The new teacher faces his class on the first day of school with very limited knowledge of the school policies with respect to records, reports, absences, equipment, the course of study, and discipline. He knows little, if anything, about his students or their parents. The first few days of school are crucial ones for the new teacher. It is then that lasting good or bad impressions are being formed by his students. Some new teachers feel that it is best to "bear down" on discipline during the first few days so that the pupils will know exactly who is in charge of the room. Others hesitate to be so authoritarian and domineering. Regardless of the methods of getting started, each teacher hopes that the students will come to respect him after this period of becoming acquainted has been weathered.

THE FIRST DAYS IN RETROSPECT

At the end of the first days the new teacher looks back and wonders how successful he was. He wonders why certain students did not respond to his efforts to "bring them out." He wonders what barriers exist between himself and the students. He realizes now, more than ever before, how much information he needed. Most of it could and should have been provided by or at the direction of the administrator. The effect of this lack of information usually is a keen sense of insecurity.

FAULTY SOURCES OF INFORMATION

During the first few months in the school the new teacher is eager to secure information about the pupils, their parents, and school policies. He will ask questions of experienced members of the faculty. Unless the older members of the faculty are well informed and have a concern for school policies, they cannot be of much help. The new teacher often receives conflicting data and advice from teachers who are not well informed or who are careless in answering questions. Remarks heard in teachers' rest rooms or lounges are often confusing and misinforming to the new teacher. Information regarding school policies can be detrimental to the new teacher if the person supplying it is biased. Too often it is the fellow with a "gripe" who is most willing to volunteer "facts" to the newcomers.

TRADITIONS AND HIDDEN POLICIES

NEW THINGS FOR THE NEW TEACHER TO LEARN

The new teacher soon discovers that while there are written policies, which may have been explained in a teacher's handbook or otherwise, there also are many unwritten policies or traditions in the school. One new teacher relates two mistakes which she made during the first noon hour she spent with the faculty at school. It was customary for the entire high school staff to eat in the school cafeteria. The first mistake was that this new teacher sat at a table which was reserved traditionally for the school principal and several other teachers who had been on the staff for a number of years. She was informed rather rudely by one of the "select" teachers of the "head" table that a card table was available for her and the other newer staff members. She made her second mistake when the women teachers adjourned to the teachers' lounge and she sat in a chair traditionally reserved for the same person whose chair she had taken at the luncheon table. This new teacher looks back upon the incident and smiles but it remains as an example of the many unwritten and hidden tradi-

tions which may exist in a school system. A lack of knowledge of these matters is often a source of embarrassment, frustration, and confusion.

LEARNING ABOUT THE COMMUNITY

During the first year, and especially during the first months, the new teacher faces the perplexing task of becoming acquainted with the community and of adjusting to it. Communities vary in what they expect of teachers by way of personal habits, recreational inclinations, outlook on life, and expectations regarding participation in activities.

Prospective teachers should be informed about restrictions on personal habits and social activities before they are invited to sign a contract. Some communities are liberal, even to the point of allowing teachers to smoke in public and to accept an occasional cocktail. Others would tolerate neither act. A teacher is obligated to meet and maintain community standards in regard to personal conduct. In many cases the new teacher is not informed adequately about the presence or absence of personal restrictions. Too often he must obtain this information about personal habits by asking fellow teachers or by trial and error.

Lane⁵ asked 120 beginners whether their communities placed restrictions upon the teachers' personal life. Forty-five percent of these beginning teachers indicated that there were restrictions. A surprising fact is that, within a given school system where more than one beginning teacher was interviewed, there was lack of agreement on the existence and nature of restrictions. The answers seemed to depend upon the group with which the beginning teacher associated. Many teachers thought that there were various restrictions placed on them, but further inquiry led to a suspicion that many restrictions were the product of the teacher's imagination. A good example of this discrepancy was found in a school

⁵ *Ibid.*, p. 104.

system in which four beginning teachers were interviewed. During the interviews the teachers were asked if they were restricted with respect to kinds of recreation in which they could participate. Three of them said that they bowled with a local league bowling team. The fourth teacher indicated that he went out of town to bowl because he was not sure whether the superintendent and board of education approved of bowling.

TEACHER-COMMUNITY MUTUAL HELPFULNESS

A good teacher is interested in the community and desires to become a part of it. New teachers are interested in learning about community activities in which they can participate. Civic groups, church clubs, and fraternal organizations can obtain fresh ideas from those who come from other communities as well as help the new teacher adjust to the new environment. The school administrator and his staff should arrange for new teachers to meet the key people in community organizations. The latter, in turn, should make the new teachers feel that the organization is interested in them. It is usually the superintendent or principal who is called upon to make the school representations at community gatherings. Occasionally, a new teacher might be used as the school representative. The community group could take advantage of his ideas, and in the process the new teacher would gain an acquaintance and appreciation of the community agency.

In spite of the fact that good educational theory indicates that teachers should become active members of the community in which they are teaching, actually school authorities and community leaders offer little help or stimulation in this direction. The result is that the teachers work and play almost exclusively with fellow teachers. Many school systems require teachers to remain in the community for a certain number of week ends in each month. The idea seems to be that, if they remain in the community, they will become active members. Such requirements may constitute an indi-

cation of the administrator's inability to develop a staff-community morale or an indication of community indifference. Little mutuality of purpose and support can occur in such a situation. Requirements regarding week-end time can never equal the mutual benefits of personal friendship and association.

GAINING PERSONAL AND PROFESSIONAL FRIENDS

Since the new teacher usually is a total stranger in the school and community, the other teachers in the school system have a great responsibility in helping him to become acquainted within the school and in the community.

The new teacher is desirous of attaining a sense of staff and community belongingness—a feeling of "status"—but he cannot do it alone. The staff members and school patrons must be willing, and must demonstrate their willingness, to receive him into full status in the group.

THE INFLUENCE OF THE OLD ON THE NEW

If the previous staff members are divided into cliques, the process of adjustment becomes very difficult for the new teacher. He is anxious to do his part and to be accepted by all of his colleagues. Many times the situation arises in which he unwittingly becomes a member of a particular clique because he has accepted the friendship of one of its members. The newcomer to the staff seldom wishes to be identified as a member of a particular clique. Other staff members do him a great injustice if they ostracize him because he has become friendly with one of their colleagues. Disaster may befall the new teacher because no one has taken the responsibility of helping him to become acquainted with each member of the staff. The subtle alignment and traditional relationships will become evident to him in due time. He is entitled to a fair chance to be friendly with all staff members until he gains the poise, perspective, and judgment that develop with experience.

THE PROBLEM OF CHOOSING PERSONAL FRIENDS IN THE COMMUNITY

Many new teachers find themselves in embarrassing situations because of the friends they choose in the community. A new teacher has a right to choose his own friends and the chances are very good that he will choose competent and respectable ones. Imagine, however, what would happen if the new teacher casually developed a friendship with a person who was active in opposing a school bond issue! The administrator and the school staff might (1) jump to the conclusion that the newcomer was subversive to the school system and was an undesirable staff member or (2) conclude that the new teacher had the capacity to respect a person and be friendly with him even though there was a marked divergence in point of view. Unfortunately, a staff often is tempted to react in the more unfavorable manner. It is not uncommon to hear experienced staff members discuss a newcomer and conclude that he has gone astray because of the people he has chosen as friends during the first few weeks in the community.

All members of the school staff have a responsibility of sharing friends with the new teachers. The established members should give the new teachers a liberal length of time to develop personal and professional relationships before making an appraisal of their new colleagues. The obtaining of personal and professional friends in a new community is a serious task because these friends may determine success or failure.

**DISPARITIES IN TEACHING LOADS, EQUIPMENT,
AND ROOM ASSIGNMENTS**

The new teacher often is assigned the heaviest teaching load, the poorest room, and the least desirable equipment. The teachers previously in the school get preference in such matters because they are in a position to register their wishes with the administration or because they know the established procedures. Instead of helping the new teacher adjust himself to the new position and to

the community, the carry-over faculty may make the period of adjustment very difficult simply because they are not considerate of him.

A MEASURE OF COMPARATIVE TEACHING LOADS

Lane⁶ compared the teaching loads of eighty-five beginning secondary school teachers who were teaching in the same school and in the same or similar subject areas. The Douglass⁷ formula was used to compute the teaching loads of both experienced and inexperienced teachers. The teaching load of the experienced teachers ranged from 39.81⁸ to 12.11, the mean load being 26.67. The teaching load of the beginning teachers ranged from 55.19 "teaching units" to 15.19, the mean load being 30.78. The critical ratio technique was employed to ascertain whether the difference between the means was significant: A statistically significant critical ratio of 3.01 was found. The beginners' heavier teaching loads may be attributed in part to the fact that they averaged 5.39 different class preparations daily. Experienced teachers averaged 4.55 different class preparations. The beginning teachers averaged 2.74 periods per day spent on such activities as supervision of study halls, library, and pupil activities, while the experienced teachers average 1.86 periods daily on these activities.

It appears logical that beginning teachers should not be expected to carry as heavy teaching loads as experienced teachers. Further, it is doubtful practice to expect the experienced teacher who is new to the school system to carry a heavier load than is given the established teachers in that system.

⁶ *Ibid.*, p. 282.

⁷ Harl R. Douglass, *Organization and Administration of Secondary Schools*, Boston, Ginn & Company, 1932, p. 115.

(NOTE: The revised Douglass formula was reported after the completion of Lane's research and may be found in Harl R. Douglass, *Modern Administration of Secondary Schools*, Boston, Ginn & Company, 1954, 96-97.)

⁸ *Ibid.*, p. 117. One teaching unit ". . . is theoretically equivalent to teaching one period a class which requires preparation, in which there are twenty pupils and which meets for 45 minutes."

ASSIGNMENTS WHICH SEEM TO AFFECT TEACHER ATTITUDE

The new teacher in the school should be accorded every opportunity to have as pleasant a room and as good equipment as do all teachers in the building. Lane reports that beginning teachers who were assigned rooms and equipment equal to or better than those assigned to other teachers in a school tended to rate the school higher as a place to work than beginning teachers who were assigned rooms and equipment which were less desirable than those used by other teachers in the building. The relegating of undesirable equipment and classrooms to the new teacher is a poor way of making him feel welcome and it adds to his problem of adjusting to the new community and to the school. Educators long have believed that the teacher who likes the school and community will give better service because of this favorable attitude. The new teacher has so many problems to meet that it would be better to let other staff members in that school cope with the difficulties of room and equipment. This will constitute a tangible means of assistance that the returning teachers can offer to the new members of their staff.

DESIRE TO MAKE A DISTINCTIVE CONTRIBUTION

The new member, like other members of the school staff, wants to be successful. He wishes to contribute to the activity of the staff. The other staff members, if they are so disposed, can learn from him. One of the values of having an occasional change in the personnel of the faculty is that of having new ideas brought to the school as a result of experiences elsewhere. An alert school staff will want to capitalize on these new ideas.

If an effort is not made to help the new teacher to become acquainted with the school and community, if the new teacher is forced to use the undesirable equipment and rooms in the school, and if he is assigned an inequitably heavy teaching load, he cannot do what he desires most, namely, make a distinctive contribution to the school.

WHAT TO DO ABOUT IT

School administrators can continue to do nothing or virtually nothing. They can take the attitude that helping new teachers during their first months in the school is pampering them. If administrators continue to ignore the fact that new teachers face a difficult and perplexing task in adjusting to the school and the community, there will continue to be a high rate of turnover on the teaching staff as well as unsatisfactory service from the new teachers. There is evidence that teachers tend to leave their positions within the first two or three years after they have been employed. There may be some relationship between induction experiences and turnover record of new teachers.

POSSIBLE RELATIONSHIPS WITH TENURE RECORD

The new teacher who has had to adjust the "hard way" may not make the same mistakes again, but too many times he must leave his present position in order to capitalize on his experience. If he leaves to start life anew in another school and community, he may find that the experience in the first community—on which he hoped to capitalize—does not apply to the community to which he moves. This can continue until the teacher is completely discouraged and drops out of the profession. Many capable people have left teaching, not because they disliked children and teaching, but because they never had a decent chance to get started as a contributing member of the profession.

SELF-HELP FOR THE NEW TEACHER

The new teacher has a great contribution to make to his own induction. He has the obligation of being willing to learn from and listen to administrators and teachers who are making a sincere effort to help him understand the community and the school. He must recognize that the administrative and supervisory personnel are in a position, through their knowledge of the school and the community, to help him. He must realize that, even though he can

make a contribution to the school staff, he has much to learn from them before he can become an effective member.

RESPONSIBILITIES BEYOND THE GRANTING OF A DIPLOMA

Teacher education institutions should accept the responsibility of maintaining a placement service which will help the prospective teacher evaluate the community and the school in terms of his personal desires and needs. Prospective teachers in their professional courses should be alerted to the fact that they can learn from fellow teachers and administrators. The prospective teacher must be led to realize that he can be most effective as a teacher when he is willing to (1) respect his fellow teachers, (2) recognize that his own work is only part of the total effort to educate boys and girls and that the effort of each school staff member is important, and (3) believe that he can attain individual recognition by being willing to work and learn as a member of a group.

A comprehensive induction program is needed. School administrators have a responsibility of leadership in developing a program of induction. Such a program will attract good teachers to the school and will help them to become creative and happy staff members. The school administrator must realize that induction is an integral part of an in-service development program. The induction program is that part of the in-service program which is designed especially for the new teachers in the school system. Its aim should be to help the new teachers gain the necessary knowledge about the school and the community which will help them achieve the status of competent members of the school staff.

WHAT DO YOU KNOW AND WHAT DO YOU THINK ABOUT THESE QUESTIONS?

If you are a new teacher—

What did you know about your new school and community before you signed the contract? Have you had any difficulties that are trace-

able to a lack of knowledge? Who should have given you the information? What did you do to get information for yourself? What do you think of the source of your information? Did you get some distorted or false information? If you were advising a senior in teachers' college about applying for and accepting a position, what are the two or three most important things you would want to say? After a few months of teaching, how have your ideas of teaching changed? What most influenced and directed these changes?

If you are an administrator—

Can you remember the problems you had when you first started to teach? How could your first year of teaching have been made easier? What do you expect of your new teachers? Should they come to your school fully prepared to meet the problems without your help? Do you have an in-service program for teachers? Is anything special done to help the new teachers? Do you measure the results of your *teaching* of teachers as you expect them to measure their *teaching* of pupils? Is the situation parallel? What is the teacher turnover record in your school? Is this related to the presence of or lack of an induction program for new teachers?

If you are a layman—

Have you met the new teachers in your school this year? How many times? Under what circumstances? How do you think you affected them? Have you made up your mind as to whether the new teachers are good or bad? Upon what did you base your judgment? Can you defend your judgment? Have you compared the new teacher with his predecessor? Was this comparison fair? Have you made any statement to influence another person who has no acquaintance with the new teacher? If the new teacher is following a social pattern that does not meet the approval of the community, what is your duty as a citizen? Do you feel that you have more or less right to criticize or make suggestions to a teacher than to your mayor, township trustee, or congressman?

If you are a pupil—

Do you like to try out the new teacher? Why is this such fun? If you make the teacher fail, what have you gained? Do you look upon teachers as opposing persons or helpers? If you were a new student, would you want to be tried out as you propose to try out new teachers? If the teacher is different from any person you have ever known, does it strike you as interesting, challenging, or funny? What do you have to gain by helping the new teacher get a good start in your school?

CHAPTER 3

The Developing Concept of Induction

The history of group relationships includes many instances in which the newcomer to any activity or situation was looked upon with suspicion, distrust, and aloofness. New boys in a gang were tried out in the manner prescribed by boy-gang codes. New settlers in a community were often questioned caustically and sternly by the established residents so that the citizenry might be assured of the newcomers' acceptability. New employees in a business, industry, or trade often were given the most menial and undesirable tasks on the assumption that through such "trials" the nature of the person might be determined. The sailor crossing the equator for the first time was subjected by his shipmates to certain ceremonies that can only be described, if at all, as rugged. The new member of the lodge was reminded frequently, prior to his initiation, that he would soon "ride the goat" and that the goat was getting in good condition for the ride. The new member of the luncheon club would be encouraged to tell some jokes only to discover later that the group had agreed previously to laugh at none of them. A long list of similar receptions of beginners could be made. The only conclusion that could be drawn from such a list is that there is something about newness in our culture which stimulates people to explore and exploit it.

THE CRUEL TREATMENT OF NEWCOMERS

There has been an inclination for the receiving group to place full responsibility upon the newcomer to measure up to its expectations. The measure of acceptability was based upon the reactions of the person on trial to difficult situations, unpleasant tasks, and unfair treatment—all in an atmosphere of cool indifference if not actual antagonism. The newcomer knew that he was being judged but he did not know the measures being applied. In fact, he probably did not know who were the judges but he could "feel them in the air." He knew that information given him during the trial period would be offered sparingly if not occasionally with deliberate inaccuracy. He knew, also, that his success during the trial period would be accepted gradually whereas his failure could be an immediate source of bolstered self-righteousness and noisy amusement on the part of the members of the group.

HAZING COLLEGE FRESHMEN

The practices of receiving newcomers are vividly portrayed in the way college freshmen were introduced to campus life only a few years ago. Hilbrand describes the predicament of the beginning student in college in this way:

Ten years ago the college freshman was initiated to campus life by one grand brawl. He was treated like a savage by savages and came to the natural conclusion that a freshman at college was the least desirable of mankind. Arriving in the college town, he was greeted in a far less hospitable manner than was Columbus. Through the chasms between the mountains of trunks he heard the wild cries of the taxi drivers. He had no place to pitch tent, no guide to help him. The process of registration was discouraging. It was nearly impossible to find any one who would accept his tuition money. Homesick, he signed his name and the name of his home town nearly fifty times during registration and longed for that home town each time he wrote its name upon the card. As he was shunted from the gym-

nasium to the recorder's office, from the athletic office to the classification committee, the sophomores turned his coat inside out, fastened his garters around his neck, rolled up his trousers and made life altogether miserable.¹

Hilbrand's statement was made in the 1920's and obviously represented the extreme of bad experience for entering college freshmen. Fortunately, when things get exceptionally bad, there is a tendency for some understanding person or persons to become concerned about the situation and to initiate steps leading to correction. The efforts to humanize the first experiences of college freshmen had resulted in sufficient progress so that in 1930 it could be said:

Why does the gulf between high school and college appear so tremendous to the prospective student? Many factors contribute. The student is often leaving home for the first time. The tried and true friends are to be replaced by those who are new and untried. The academic routine of the high school all so familiar is to be replaced by a new and mystifying organization. Much of the student's life has been focused toward the great event, "going to college." The realization of a consequential ambition that has been cherished for months and years is usually accompanied by certain pronounced emotional reactions. It is perfectly natural that the event "going to college" should be accompanied by mixed feelings of happiness, sorrow, inspiration, and depression.²

PROGRESS IN ORIENTATION

The steps toward a better introduction of the beginning student to his college are paralleled by an inclination to become concerned about newcomers in all areas of activity and endeavor. Group codes and practices have become items of general knowledge and popular understanding. Newcomers to a group or community no

¹ Earl K. Hilbrand, "The New Type of College Freshman," *School and Society*, December 29, 1928, p. 823.

² J. C. Nuller, "The Induction and Adaptation of College Freshmen," *University of Missouri Bulletin*, 1930.

longer need feel that they are confronted with the great unknown. Progress in the skills of human relationships led through the period of free and accurate information to positive programs of "welcome to newcomers." Objective evidence of a changed philosophy is found in the "Welcome Wagon" sponsored by chambers of commerce, Newcomers Clubs sponsored by civic organizations, freshman week at colleges and universities, and the decline and near absence of "hazing" activities encouraged or condoned by private clubs and societies.

GENERAL ATTITUDE TOWARD BEGINNING TEACHERS

The experience of being a new or beginning teacher is not particularly different from the experiences of newcomers in other fields. There has been a tendency on the part of older teachers, pupils, and citizens to pass judgments upon the new teachers rather than to assume some responsibilities for their introduction to the school and to the community. In part, this tendency may have carried over from the lowly status of the teacher in the early days of American education. Such speculation, however, cannot explain the attitude of the older teachers. Remembering their own early experiences, they may have been motivated by a desire to get even. One is reluctant to assign such baseness to any person or group, but the meanness in human nature occasionally shows through even among the most refined in the professional groups. In any case the reasons for and the practices of such relationships can be defended with little certainty or satisfaction in our present culture.

INDUCTION DEFINED

In all areas of activity and experience the process of assisting newcomers to adjust to new work or to a new environment is called induction. Induction, then, constitutes those activities, experiences, and efforts designed to assist newcomers to a satisfactory adaptation to new work and to a new situation. The period of induction

begins when the decision is made by the employing agent and the employed person to enter into a contractual relationship for specified services and under specified conditions. The period of induction continues throughout the span of time that is required for the new employee to become adjusted to the new situation to the extent that his or her capabilities are satisfactorily realized and until the regular in-service development program provides adequate stimulation and direction for continued growth.

SCHOOL LAG IN DEVELOPMENT OF INDUCTION PROGRAMS

In many respects the attention given to the induction of newcomers into communities, into various types of social, civic, and fraternal organizations, and into industrial organizations is more advanced than it is in the schools. There has been and still is an unexplained coldness in the reception of new members to a teaching staff and to a school community.

There have been many analyses of the difficulties of new teachers. These studies have revealed a reluctance to venture a decision regarding the incidence of responsibility for helping the new teacher to cope with his new duties and new situations. The headmaster of a school wrote in 1919:

The first trouble a young teacher has is with the discipline of the class, and this is usually the fault of the teacher, and not that of the class. There is something about a novice in teaching which prompts the class to make experiments as to his personality—to find out what his resources are, how far he will let the class go. The pupils detect his unfamiliarity with classroom routine, they notice that he writes on the black-board with difficulty, and with an incomplete sense of the horizontal, that he is nervous in calling over the register, and, trusting to these signs, they quickly, albeit sometimes unconsciously, embark on the adventure of testing him.

It is just as well for the beginner in teaching to ascertain early what are the ordinary methods of procedure in the school—how questions are asked, what marks are given, what plans are adopted for getting

in homework, etc.—so that the appearance of rawness may vanish as quickly as possible. The names of the pupils must be learned, and a classroom chart with the names of the pupils written in the places where they sit will be found of advantage in the first instance.³

MODERATE SYMPATHY AND MEAGER HELP FOR THE NEW TEACHER

There is little doubt that the above analysis presents a high degree of accuracy in appraising the new and young teacher. It is appropriate to include such statements in a publication of practical suggestions for beginning teachers. It must be observed, however, that the quoted author-administrator gave no indication of a feeling of responsibility to help the new teacher in any manner other than to point out his actual or potential difficulties.

Another school administrator, J. A. Cone, writing in a published handbook of suggestions to teachers in 1924, stated: "When you have accepted a position as a teacher, the school officials have a right to expect you to be loyal to the city or town in which you teach; loyal to your fellow teachers; loyal to the committee and superintendent; willing to receive criticism and to give the best of yourself to your school work. In a broad way, this defines fairly well, perhaps, what a teacher may be expected to be and to do."⁴

Again, there is the stated expectation of what the teacher is to be and to do. There is, as yet, little evidence of a new mutuality of responsibility for induction between the teacher and the administrator or other staff and community personnel. The teacher is responsible for "delivering" according to the expectations of the administrator, the school, and the community. Mr. Cone offered the above as the number one suggestion and did not follow with either general or precise statements as to where information might be available with regard to the items of expectations placed upon the teacher by the school and the community.

³ C. W. Bailey, *Happiness in the School*, London, Blackie & Son, Ltd., 1919, pp. 10-11.

⁴ J. A. Cone, *A Superintendent's Suggestions to Teachers*, New York, Hinds, Hayden and Eldredge, 1924, p. 1.

A GROWING CONCERN FOR NEW TEACHERS

The developing concern for the status and progress of a new teacher in a community is evidenced in statements such as that by Simon under the copyright date of 1938:

A teacher's life is, in a small town, practically public property: almost everyone regards himself as a duly constituted censor of a teacher's behavior—not to mention his professional skill, though that does not concern us here. Your physician may play cards if he wants to and your chauffeur get drunk on his nights off; but in many places the teacher dare not do the first and almost nowhere dare he do the second. He is expected to live up to the standards that parents and school boards preach, let them practice what they will. The board is usually composed of a community's most respected citizens, and it sees to it that the teachers exhibit the virtues for which the board is respected.⁵

GREATER HUMAN UNDERSTANDING

Simon's statement is a much more humanistic attitude toward the teacher's life and problems than had been found in the literature of earlier dates. This is an encouraging contrast to the cold statements of expected performance which characterized those earlier writings to and about new teachers. Simon displays, also, some degree of compassion toward the new teacher, as evidenced in the following paragraph:

Facing your very first class is like going on your very first "date," or like making a stage debut. It may be preceded by sleepless nervousness, inability to eat, and breaking out in sweat; and when you actually face the class your tongue may stick so tenaciously to the roof of the mouth that you think you will need a chisel and hammer to loosen it. Somehow or other it comes loose, the sweat subsides, and before the period is over you have the feeling that everything is going beautifully—you can't wait till you meet the class again.⁶

⁵ Henry W. Simon, *Preface to Teaching*, New York, Oxford University Press, 1938, p. 49.

⁶ *Ibid.*, p. 71.

A concern for the new teacher in his assigned tasks, bolstered by an awareness of his critical predicament, can contribute one of the important steps in developing an induction program in which the responsibility for the success of the teacher is shared. Lamb published a monograph in 1939 entitled *Your First Year of Teaching*, in which the following paragraphs are found:

The chances are that you had trouble with classroom management, and little wonder that you did! The beginning of every period no doubt found you at the desk, surrounded by students who, on the way to class, had thought of some questions to ask the new teacher. Helpless before their concentrated attack, you were all too conscious of the fact that supplies must be distributed, the lighting and ventilation of the room regulated, and the attendance taken. As the classes got off to a chaotic start, it was a battle to establish order, to say nothing of maintaining order.

The trouble is, or let us optimistically say was, that you were trying to do all of the routine tasks which you should have assigned to students, and that you have not yet learned to give orders and to keep yourself free for actual control of the class.⁷

ANALYSIS AND SUGGESTIONS

Lamb's statement of the situation confronting a teacher during the first week of school is followed by specific suggestions about the various ways in which success might be achieved. The suggestions to new teachers include frequent references to the little, personal things that encourage good relationships between teacher and pupil, between teacher and colleague, and between teacher and administrator. The statement of suggestions to new teachers includes many references to the need for coöperative action and many suggestions for securing such action. A new teacher reading these later publications will feel somewhat less on trial in a friendless court than did those probably who read the literature of a few years earlier. This trend can be identified as the progress that

⁷ Marion M. Lamb, *Your First Year of Teaching*, Chicago, Southwestern Publishing Company, 1939, p. 11

schools and the teaching profession have made toward sound induction practices for new teachers in a school.

DEVELOPMENT OF INDUCTION PROGRAMS BY INDUSTRY

Industrial organizations have made substantial progress in establishing programs for the induction of their new employees. Many industries now have personnel directors and personnel departments where the responsibility for the development of these programs is focused. The management in industry has discovered that good human relationships among employees and between management and employees strengthen a company's productive power.

THE STRAIN ON NEW EMPLOYEES

It has been recognized in industry that employees approach a new job with some tension and apprehension. It matters little whether the concerns and worries of a new employee grow out of trivial things or really important matters. The reaction is more important than its cause. It has been found in industry that the higher rate of turnover is among new employees—a situation which stems directly from the new employee's inability to adapt to his environment quickly enough to maintain a desire to stay with a particular industry.

IMPORTANCE OF DIRECT RELATIONSHIPS

The induction process in industry often constitutes the simple human relationships to which most people react favorably. A new employee feels wanted because he receives a personal letter from the president or manager of the company. Form letters do not serve this purpose because they are too impersonal. Some companies contact the new employee by telephone to indicate their happiness in the new association between them. New employees are told exactly where and when to report for duty. They are given the name of the person to whom they should report. The company representative who receives the new employee is friendly and

courteous in manner and sincere in helping him to gain important information about his particular job assignment and about the operations of the company. Personnel directors in industry do not permit the possibility that some other employee might voluntarily give a prejudiced slant or false information to the new employee.

Foremen are instructed specifically in the process of induction of new employees. Some industries have each new employee work along with a sponsor—that is, an experienced worker in the same department. There is an effort to establish friendly relationships from the beginning of employment. First names are used. Interest in the employee's family is shown. Informal discussions of previous work experience and many other items of personal knowledge and interest form the basis and pattern of induction practices.

THE PUBLICATION OF EMPLOYEE AIDS

Many industrial organizations provide complete instruction manuals, house magazines, brochures on employee welfare provisions, and other items printed for the purpose of supplying accurate and complete information to the new employee. Aspley and Whitmore in the *Industrial Relations* manual supply the following list of "things that the worker should know":

1. The Reasons for Rules, Policies, Plans
 - a. To make cooperation easier
 - b. To result in greater efficiency
 - c. To avoid duplication of effort
2. Working Hours and Overtime
 - a. Five days from eight to five
 - b. Saturday if and when necessary
 - c. Salaries paid on holidays
 - d. Office never open on Sunday
 - e. No payment for overtime unless it is *arranged* by department head
3. Salary Plans
 - a. Salaries *must* be kept secret
 - b. Paid by check twice a month

- c. Cashier not permitted to cash checks
- d. Report errors in checks immediately
- e. Right reserved to deduct for absence

4. Salary Raises

- a. Job analysis insures fair payment for jobs of equal importance
- b. Raises depend on work-attitude-length of service
- c. No set time but all salaries reviewed twice a year

5. Changes in Address

- a. Company must have right record
- b. Notify personnel department of changes
- c. Same for telephone number

6. Personal Mail

- a. Best to have sent to home
- b. Deposit outgoing letters in box outside of building
- c. Company does not pay postage
- d. Can get stamps from cashier
- e. Do not write personal letters on company time

7. Personal Telephone Calls

- a. Can't be made during working hours
- b. Incoming calls only when urgent
- c. Remember many want to use phones at noon—make calls short
- d. Be courteous to company operators
- e. On long-distance calls, let operator get number

8. Business Telephone Calls

- a. Speak distinctly—pleasantly
- b. Give your name when answering
- c. Take message in writing for those not present
- d. Deliver message before you forget
- e. Use telephone as much as possible for office details

9. Donations

- a. No solicitors allowed in building
- b. Start no subscriptions without approval
- c. Don't subscribe to anything you can't afford

10. Arrangement of Working Equipment

- a. Report drafts, poor light, etc., to personnel department
- b. Keep desk clear—ready for action

- c. Keep "in basket" always in same place
- d. Don't stuff important papers in desk drawers
- 11. Office Supplies
 - a. Available only on approval of your department head
 - b. When requisition approved, use company messenger
 - c. Take same care of company property as your own
- 12. Instructions
 - a. Majority will come from your department head
 - b. Occasionally from personnel department
 - c. Question any orders received from fellow workers—check with department head
 - d. Insist that all instructions be clearly understood
 - e. Get in writing when possible
- 13. Messenger Service
 - a. Messengers work on regular schedule
 - b. Don't expect special service
 - c. Use telephone when possible instead of messenger
 - d. Don't make messenger of yourself
- 14. Filing Department
 - a. Only for company correspondence
 - b. How to use follow-up system
 - c. Mark all letters to be filed carefully
- 15. Absence and Punctuality
 - a. Bonus vacation for perfect monthly records
 - b. Employees expected to be on time regularly
 - c. Deduction in salary for excessive irregularity
 - d. When ill, notify department head before 10 o'clock
- 16. Vacations
 - a. Scheduled June 1 to October 1
 - b. Time selected must be approved by department head
 - c. Subject to change for "good of the company"
 - d. Older employees given preference when conflict in time wanted
 - e. See office manual for description of vacation rules
- 17. Health and First Aid
 - a. Reason for compulsory physical examinations

- b. Report to hospital at any time when ill—with knowledge of department head
- c. Medicines available

18. Thrift Plans

- a. Company will accept savings deposits
- b. Savings Stamps and Bonds
- c. Stock occasionally offered
- d. Purchasing department will cooperate in buying items of large cost
- e. Don't abuse the privilege

19. Educational Policy

- a. One-half of tuition paid on outside courses approved by personnel department
- b. Company school—October to March
- c. Library books available with no rental

20. Suggestion Committee

- a. Company will pay for adopted suggestions
- b. May be sent any time to chairman of the committee

21. Cafeteria

- a. Open noon hours
- b. Also during rest periods
- c. Food served at cost
- d. Meals "brought in" must be eaten in cafeteria

22. Social and Athletic Activities

- a. When ping-pong tables may be used
- b. Volley ball courts—horseshoes
- c. Company teams in industrial league
- d. Bowling leagues—company and industrial
- e. Parties—mass meetings

23. Sales Cooperation

- a. Explain company products
- b. Everyone is in the sales department
- c. Occasional contest for office employees⁸

The above list is not provided by industry for academic pur-

⁸ John Cameron Aspley and Eugene Whitmore, *The Handbook of Industrial Relations*, Chicago, The Dartnell Corporation, 3rd ed., 1948, pp. 489-492.

poses. It is a list of things to be assured by management. Very careful attention is given by the appropriate officers to make certain that the employee has the advantage of specific and accurate knowledge. Industrial management, as evidenced by practice, believes that induction programs are essential to the development and maintenance of worker morale and effective performance on the job.

THE INDIVIDUAL IN GROUP ACTIVITY

Any field of work entered by a new employee, whether it is in an industry, a retail business institution, an insurance firm, or a school, has distinctive characteristics. The members of any group must develop a set of behavior patterns that will make them a functioning part of the group. The relationships which develop are determined by the nature of the people involved and by the nature of the organization which creates the environment for group activity.

THE PROBLEM OF ADAPTATION

Bakke⁹ presents a careful discussion of the human relationships which determine behavior in terms of the psychological aspects of adaptation. He gives much emphasis to the "structure of living" as an important factor in understanding why people behave as they do in group situations. The individual is influenced by his group or society. It is important that there be an understanding of the structure of living by the people in any particular group. The factors which generally determine the structure of living are "the goals which people want to achieve, the resources available for that purpose, and the reinforcements used to stabilize the resulting behavior (philosophy, slogans, symbols, etc.)."¹⁰

⁹ E. Wight Bakke, *Adapting Human Behavior*, New Haven, Yale University Press, 1950.

¹⁰ *Ibid.*, p. 5.

INDIVIDUAL AND GROUP STRUCTURES OF LIVING

Each member of a group has an individual structure of living, and, for the group of which he is a member, there is a group structure of living. The structure of living for the individual as well as for the group is determined by goals, resources, and reinforcements. Group and individual goals may or may not be in harmony. The individual may be a member of several groups, and as a result he may have increased problems in establishing a proper relationship between his individual and group structures of living. The individual and the group must understand these factors in the structure of living if satisfactory relationships are to develop. Adaptive behavior, then, has its first determiner in a common understanding and a common acceptance of satisfactory goals. It is possible to have group goals which are acceptable to all members of the group without depriving, substituting, or eliminating individual goals.

RELATIONSHIP OF INDIVIDUAL AND GROUP GOALS

The characteristics of the goals for individuals and groups have common elements in that there are both long-term and short-term goals. Very often the immediate and sometimes the temporary goals are as important in the mind of the individual as are those goals of a more remote nature. The immediate goals of individuals often determine the degree of satisfaction experienced in a particular group of people and in a particular type of work. The basis of these satisfactions may have been determined much earlier in the individual's life. Regardless of their source, the satisfactions may result in specific expectations with respect to any particular experience. Bakke generalizes the aspirations of the individual in a group:

. . . people wanted to experience: security with respect to, progress toward, and justice in the midst of the following additional experiences.

1. The respect of their fellows. This is the desire to experience the respect of those whose judgment is significant for the individual. It is often expressed as the desire to play a socially respected role and be the kind of person that people they associate with consider important and respectable.
2. Creature sufficiency. This is the desire to experience physical health and enjoyment in physical functions. It is frequently revealed in the expression of a desire for the amount and quality of food, clothes, shelter, health, etc. and the means to provide them, enjoyed by the most favored of their customary associates.
3. Control over their own affairs. This is the desire to have their own decisions and actions effective in shaping the course of their own lives and to reduce the control exercised by others.
4. Understanding. This is the desire to have a clear picture of the facts and forces that are at work in their world, and of the relation between what happens and what caused it to happen—in other words, "to know the score."
5. Capacity performance. This is the desire to experience the use of the full range of one's abilities. It is not the desire to burn one's self out on a particular task. The question as it applies to industrial relations is whether a man's job gives him the opportunity to do the sort of things he thinks he is capable of doing, or whether it calls out only an insignificant portion of his capabilities.
6. Integration. This goal is the hardest to define, but its importance is evident. We use it in the sense of wholeness. A man wants to feel whole within himself; that is, he wants to feel that his actions and principles are consistent. (Call that aspect of integration, self-respect.) But he also wants to feel whole with the world of people and things about him. He wants to be geared in, to sense that he is a significant part of it all. That world to which he seeks a significant relationship may be large or small. In the case of the religious man it comprehends the universe itself. (Call that aspect of integration, relationship.)¹¹

GROUP FLEXIBILITY AND INFLEXIBILITY

There may be times when the individual is unable to sense what

¹¹ *Ibid.*, pp. 18-19.

he may consider security, progress, and justice in his relationships to the group and to his particular functions in the group. In such instances he may be said to be out of equilibrium in either his individual structure of living or the structure of living of his groups. If the structure of the groups is inflexible, it places a burden of adaptation upon the individual. His adaptation to the group, then, must come from his own ability to adapt. When the group structure possesses some flexibility, the adaptation may occur on the basis of a mutual yielding of position.

It is not to be expected that equilibrium on the part of all individuals in a group can be experienced equally at all times. Human experience and behavior are too variable for any high degree of permanence in equilibrium to exist in group relationships. It must be recognized, however, that the very lack of equilibrium in a group may be the dynamic quality possessed by the group so long as it can continue to display the possibility of adaptation as such situations occur. When the individual is dissatisfied with his environment, he seeks ways of changing that environment, disciplines himself to a satisfactory degree of conformity to group requirements, or seeks refuge in escape from himself, from his group relationships, or from both.

THE PSYCHOLOGICAL BASIS FOR ADAPTIVE BEHAVIOR

Bakke summarizes the psychological basis for adaptive behavior in the following paragraphs:

The psychological basis for adaptive behavior is probably the fact that individuals who are kept from the experiences we have labelled Goals are conscious of tensions and anxieties which they would like to reduce, or hopes which they would like to fulfill. Tensions describe an experience of the human organism relevant to an existing situation which produces obstacles to goal realization. They would be described by a person as dissatisfaction, unrest, discontent, etc. Anxieties describe an experience of the human organism relevant to a future situation which presents potential obstacles to goal realization. They

would be described by a person as worry, fear, concern, misgiving, apprehension, etc. Hopes describe an experience of the human organism relevant to a present or future situation presenting potential but unexploited opportunities for goal realizations. In other words, hopes are the product of that form of disequilibrium in which rigidities in the customary behavior result in incomplete exploitation of opportunities offered by other elements in the Structure of Living. They would be described by a person as aspiration, expectancy, elation, etc.

In summary, the tensions, anxieties, or hopes produced by a potential or actual disequilibrium in the Structure of Living are the stimuli to adaptive behavior on the part of its members.

These psychological states exist in individual people. The only sense in which a group can be said to experience tensions, anxieties, and hopes, is that a significant number of people in the group are having the same experiences. A disequilibrium in the group's Structure of Living does not produce these experiences in the group. It produces the experience in one or more individual members of the group. The line of causation therefore involves the translation of a disequilibrium in the Structure of Living of the group into one in the Structure of Living of one or more individuals, the latter becoming the immediate producer of tensions, anxieties, or hopes in the individuals concerned.¹²

ADAPTIVE BEHAVIOR IN THE TEACHING PROFESSION

Bakke's discussion of the psychology of adaptive human behavior was based upon a study of labor and management. It seems safe to assume that the people represented in business and industrial organizations possess many basic psychological phenomena in common with the people in other fields of work. The discussion of adaptive behavior in industry gives useful leads to the problems of adaptive behavior existing among employed professional personnel in a school system.

SIMILARITY IN DIFFERENT FIELDS OF EMPLOYMENT

Schoolteaching is not different from industrial employment with

¹² *Ibid.*, pp. 47-48.

respect to many of the problems of adjustment that face employees. The individual who has failed to find satisfaction in his work may drop out of the teaching profession or may seek to make a satisfactory adaptation to the demands of his work. Those who stay in the profession and attempt such adaptation may seek a solution through vocational adjustment within the profession: the teacher may seek to teach in another subject field or at a different grade level, or he may aspire to a supervisory or administrative post. The achievement of individual satisfaction by attempting such vocational adjustment often constitutes a loss in the effectiveness of professional service and may be inadequate as a means of adaptation on the part of the teacher. If the school and community as organizations remain inflexible, the responsibility for adaptation falls upon the teacher. If he is not capable of making the adaptation, failure probably will result.

The school officials should help the dissatisfied employee in making the adjustment to the new situation and thereby ward off the tensions and frustration which force the teacher to an unhappy and unsuccessful adaptation. This does not mean that readjustment within the profession should not lead to a shift to other fields but rather emphasizes the necessity for such shifts as a planned part of adaptation.

INCREASED SENSITIVITY TO INDUCTION NEEDS

There has been an increasing volume of evidence indicating that the administrative officers of many industries, business firms, and school systems are more sensitive to the need for giving careful attention to the induction of employees into the established organization. The schools have not kept pace with industry in applying specific techniques to induction needs. The gains in education, however, indicate the increasing desire on the part of school administrators to provide a satisfactory induction program for teachers.

Wallace, as a result of his studies on teacher induction, makes

the following statement regarding the purposes of an induction program in education:

An effective program of induction should produce desirable change and stimulate growth in a new teacher who is just entering the profession or who has taught successfully, or unsuccessfully, in other communities, and is entering a new teaching situation. This growth and improvement involves change in the teacher's outlook, attitudes, vision. Those who understand how such changes are effected know that people do not change except through experiences and insights that help them to understand and replace their fallacious and untenable attitudes with valid and defensible ones. It is believed that a program of induction based (1) upon the teacher's own problems and felt needs and (2) the techniques judged by the teachers to have been extremely helpful to them as they sought to adapt to a new teaching situation would stimulate desirable improvement in teachers. This would, in turn, provide better teaching for boys and girls in the schools of our country.¹⁸

CONTINUING GROWTH OF THE INDUCTION IDEA

It is difficult to know whether the concept precedes practice or vice versa. There is no need here to attempt to resolve the order of such things. The more important point is that there has been and is a steady growth in induction practices and that the present concept of induction is a vast improvement over that of a few decades ago. Each year brings reports of more schools that have set up programs of induction for their new teachers. The description of these practices stimulates other schools to become concerned with their neglected responsibilities.

School administrators, teachers, and lay people in the community are teaming up to meet these newly realized responsibilities to the new teachers in the school. The result is that the new teacher teams up with his colleagues and with the people of the new community more rapidly and more effectively than was the case when

¹⁸ Morris S. Wallace, "The Induction of New Teachers into School and Community," *North Central Association Quarterly*, October, 1950, p. 241.

induction needs had not reached the level of conscious responsibility on the part of the receiving group. Each additional year of experience in induction activity clarifies the concept of induction and produces more and improved induction practices.

Increasing numbers of schools and communities are recognizing that more is required than the mere hiring of a teacher. Once the teacher is employed, all must join in the desire and effort to help him realize his full potentiality for initiative and creativity in his teaching assignment. Thus the concept and practice of induction grows.

WHAT DO YOU KNOW AND WHAT DO YOU THINK ABOUT THESE QUESTIONS?

If you are an administrator—

Can you recall your first experiences in a teaching position? If you had a number of such first experiences, how did they differ? Was there a difference in your first experience as an administrator and your first as a teacher? What do you think made the difference? Have you visited an industrial plant to study the induction program in use? Have you tried to explain the teacher's induction needs to any group in your school community? Do the lay people see any relationship between an induction program and the quality of the school program?

If you are a layman—

Do you have some pretty clear and definite ideas about how the schools should be run? Do you think the teachers should do it your way? What means do you use in letting them know what you want? Who do you think should tell the new teachers about what you want? How are you going to act if the new teacher does not quite agree with you? If you ever moved to a new community, what were some of the problems you encountered in getting settled there? When your child entered a school for the first time, what kind of problems did he have? Did he get the kind of special help that you thought he should have? Was there any relationship between this special treatment and his later success in the school? Do you see any relationship between

your child's experience in a new school and that of a new teacher in your school?

If you are an experienced teacher in a school—

How were you first received in your school? Are new teachers received in about the same way now? If there has been no change, should there have been? If there has been change, is it in the right direction? Have you had any part in the change? As you see your school in operation now, what are the strong and weak points in the induction ideas and practices? Can you trace your ideas on induction as you look back over your years in the school? If change has occurred, what brought it about?

CHAPTER 4

An Analysis of Induction Needs and Practices

Many things were done to help new members of a school staff to make the adaptation to the new situation long before the term "induction" came into popular use. It always has been recognized that newness is in itself a problem. The seriousness of the problem and process of adaptation did not become the subject of study and concern until recent years. Places, persons, and situations can never be standardized to the point that newness will present no problem. The need for induction, then, will be a continuing one. At the present time there is a wide variety of practices that may be categorized as induction. An analysis of these practices is presented so that there will be a point of reference in current procedures as induction responsibilities and plans are presented in the later chapters.

DIFFERENCES IN SCHOOLS AND COMMUNITIES

THE AMERICAN TRADITION

The earned and cherished independence of the American people has had its influence on the design of public education. The tradition of decentralization still is so strong that the proposals for major programs of federal aid to education have been opposed successfully. There is little control exercised by the federal government over the organization and practices of the schools through-

out the country. Each state designs and administers its own school system. The general practice is that the state extends much autonomy to the local communities in the management of the schools. Most local boards of education make the final decisions on (1) the selection of teachers, (2) the curriculum, (3) the philosophy of the school, and (4) the policies, rules, and regulations of the school. Each local board must stay within its legal limits, but these limits are broad enough to allow each school system to be different from other systems in order that each one can meet the needs of its people.

Different school systems will make varying demands upon the teachers. Policies will differ in regard to instruction, the approved personal habits of the teacher, the reports, records, supplies, out-of-class activities, care of school property, community relations, and noninstructional activities. Each new teacher in a school system, regardless of training and previous experience, must adjust to a new and strange set of requirements.

INSTITUTIONAL LIMITATIONS

Teacher education institutions have tried to solve the perplexing problem of developing people who can perform adequately in thousands of different school systems, each one with unique characteristics. Even though some colleges and states now require that teachers have five years of preparation for teaching, a gap still exists between the education of the teacher and the requirements of a position in a local school system. It is essential that the local school personnel and the people in the community help the beginning teacher bridge this gap between the learning experiences, the principles studied in the teacher education institutions, and the specific requirements that the community and school place upon him. Even the teacher who has had previous teaching experience will find that there is a gap between the mastery of the practices in the former school and the requirements of a new one. New teachers, whether experienced or inexperienced, need information

and understanding which will enable them to succeed in the new school and community.

THE NEW TEACHER'S UNIQUE PROBLEMS

RELIEF OF TENSIONS AND FEARS

A teacher faces his new position with many tensions and fears as well as with many hopes. Friendly assistance and information will help overcome these tensions and will enable the new teacher to determine whether his hopes and his objectives are practical or impractical. The information desired by a new teacher may seem inconsequential to the administrators and to the other teachers. The administrators and the staff members may be preoccupied with anxieties and hopes of their own which are related to the problems of the school or the community, or to their personal welfare. Each one may be so concerned with his own tensions, fears, and hopes that he fails to see that others have problems and ambitions which are quite different.

Much too often the school year is opened by the administrator's telling the staff only about *his* plans for the coming year. Many times the discourse on his plans falls upon deaf ears. Staff members who feel tense and insecure will be little concerned with the anxieties and plans of the school administrator. Until the new teacher gains information concerning the problems that are faced by the school and its staff, he will not be in a position to understand them or to appraise them intelligently.

The new teacher, during the period of adjustment to the faculty group and to the pupils, will need information which will relieve his immediate apprehensions and remove mental blocks to the achievement of his immediate goals. His immediate goals must lead, in easy steps, to an awareness and understanding of the school's objectives. The types of information needed depend upon the individual teacher. The staff and administrative personnel who have been in the school for a number of years know the larger and

more remote objectives and problems of the community. The experienced staff may have spent several years in planning the curriculum or courses of study. As a result of this earlier experience they should have the greatest insight into the aims and objectives of the curriculum. These aims and objectives, however, are meaningless to the new teachers unless and until information has matured into comprehension.

New teachers will attempt to find the information that they want. If the school administrator is not prompt in supplying it they will seek it from their fellow teachers. The administrator should see that they receive accurate and up-to-date information through the use of an organized induction program.

INDUCTION PAYS OFF

A major purpose of an induction program is to help the teacher to succeed through gaining a knowledge and understanding of the school and community. This knowledge and understanding supports his efforts to become an effective teacher in the classroom and a competent member of the school staff.

Lane,¹ in a doctoral study at the University of Wisconsin on the problem of the "Induction of Beginning Teachers," found that:

1. Teachers with a high college grade-point average wanted more information about the school and community than teachers with a low grade-point average.
2. There is a significant positive correlational relationship between the teachers' satisfaction with the school and community and the amount of adequate information that they acknowledge as having received.
3. Teachers who received more adequate information concerning their school and community gave a higher rating of the school

¹ Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951.

and community as a place to work than did the teachers who received little or no information.

4. There is a significant correlational relationship between a teacher's satisfaction with the school and his success.

KINDS OF INFORMATION WANTED

Sixty beginning and experienced teachers were interviewed by Eye and asked to note the information that they would want to know about the school, the community, the teaching position, and points of personal interest to them if they were seeking a new position. This material was used in the development of a handbook² designed to provide a means by which administrators could give teachers information about the community, the school, the teaching position, and items of personal interest.

Lane developed a standardized interview form of fifty-five selected items of information based on Eye's booklet. Interviewing 120 beginning teachers in the state of Wisconsin he asked them for each item, "Is this something about which beginning teachers should be told?" Teachers were free to make or withhold comments on any or all of the items. Pertinent comments are presented in this chapter to aid in clarifying the reasons why the teachers either wanted the information or did not want it. During the interviews they were urged to screen out information which seemed not to be pertinent to a beginning teacher. The items of information were divided into these four categories:

1. Information about the community.
2. Information about the school.
3. Information about the teaching position.
4. Information of personal interest to the teacher.

INFORMATION ABOUT THE COMMUNITY

The data collected by Lane in his interviews were summarized by

² Glen G. Eye, *Introducing the Teacher to the School and Community*, Randolph, Wisconsin, Educators Progress Service, 1946.

categories and presented in tabular form, which makes it possible to identify the items of information that take a place of importance in the thoughts of the beginning teachers who were interviewed. The items relating to the community which 80 to 100 percent of the interviewees declared important are listed in Table 2.

TABLE 2. Percent of Teachers^a Responding to the Question: Is This Something About Which a Beginning Teacher Should Be Told?^b

Items of Information Concerning the Community	Percent Indicating	
	Yes	No
1. Transportation facilities in and out of community	99	1
2. Names and positions of prominent community leaders	97	3
3. Recreational opportunities in community	97	3
4. Activities in which the community expects teachers to participate	94	6
5. Activities of civic interest in community	94	6
6. Health facilities in community	93	7
7. Community interest in school	92	8
8. Dominant racial or nationality groups in community	86	14
9. Churches in community	85	15
10. Dominant vocation groups	82	18
11. Financial ability of community to support school	82	18
12. Other schools in the community	80	20

^a 101 teachers responded to all items.

^b Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951, p. 64.

The items of desired information can be presented in quantitative form by using tabulated data. This manner of presentation will be used throughout this chapter as well as at other points in the book. There are qualitative as well as quantitative aspects. Lane recorded, during the progress of his research, many comments made by the teachers in the interviews which reveal some qualitative aspects of the various items of information. Each comment included in this chapter is selected for the purpose of clarifying the point of discussion which it follows and is representative of the remarks made as the beginning teachers reacted to the interview questions.

The reader is invited to give equal weight to the quantitative

and qualitative aspects of present induction needs and practices as related by the teachers interviewed by Lane.

TRANSPORTATION FACILITIES

Teachers wanted information concerning the transportation facilities in and out of the community. This item of information may seem relatively unimportant to a person well settled in a community but it is important to a new teacher.

Teacher comment:

Transportation in and out of this town is terrible. I didn't know about this until I got here. I want to get out of town on week ends, but I have to ask someone to take me. Both buses leave town in the early afternoon, so it is almost impossible to take a bus on Friday and on Saturday it is too late.

This new teacher went on to say that she intended to look for a new position for the following year. Many people may think that she should have looked into transportation facilities before she accepted the position. However, she had been approached as a candidate by her present superintendent on the college campus one afternoon between classes. After a brief interview and with some high-pressure talk from the superintendent, she decided to accept the position. The salary was good and the position appeared to be very desirable. The outcome of the interview and of the contract which followed was that, in this particular school, there was a teacher who was unhappy with her position due to the fact that one item of community environment was bothering her. The teacher might not have accepted the position if the facts of transportation facilities had been included in the interview with the superintendent.

NAMES AND POSITIONS OF PROMINENT COMMUNITY LEADERS

Names and positions of prominent community leaders are items of information desired by teachers who are new to a community.

This information was important to 97 percent of the teachers interviewed by Lane. Prominent community leaders include those people who are active in fraternal, cultural, educational, business, and labor organizations.

Teacher comment:

I would like to take part in organizations, but I do not know what people to see or if they would allow me to take part. I think the school should work out a plan by which teachers become acquainted with the leaders in the community.

Teacher comment:

We had a Business-Education-Industry Day where the teachers visited the factories in town and met the business leaders at a luncheon. I thought it was one of the best things that they could have done. I will feel free now to ask any of the business men to speak before my classes or to ask permission to visit their places of business.

It is worth noting that teachers were interested in this information, not merely for selfish reasons, but for the purposes of becoming more effective teachers in the classroom and better members of the community.

RECREATIONAL OPPORTUNITIES

The recreational opportunities of the community are a matter of importance to new teachers. Ninety-seven percent of the teachers interviewed by Lane indicated that they wanted such information.

Teacher comment:

When I was interviewed for this position, I didn't ask about recreational opportunities in the community. This town doesn't even have a show. If I had a car it might be all right. Next time I will ask about recreation in a town before I accept a contract. The weeks get awfully long.

Teacher comment:

One of the reasons I like to teach here is because there *are* lots of opportunities for recreation.

Teacher comment:

There are a lot of things you would like to know about the community before you sign a contract. This is one of them, but you can't possibly ask all of these questions and expect the superintendent to hire you.

Experienced teachers perhaps look into such community facilities as recreational opportunities more than do inexperienced teachers. Superintendents and other employing officials should remember that, whether they are employing beginning teachers or experienced teachers, recreational opportunities and facilities in the community are of great importance. A teacher who looks forward to using the recreational opportunities will be unhappy if she finds, upon arriving in the new community, that there are none.

ACTIVITIES IN WHICH THE COMMUNITY EXPECTS TEACHERS TO PARTICIPATE

Activities in which the community expects teachers to participate form another item of information that is extremely important to teachers who are new in the community.

Teacher comment:

We are asked to stay in town at least three weekends a month. When we do stay in town there are no community activities, to my knowledge, in which teachers should take part. We were told, by the superintendent, that the community expects their teachers to be full-time members of the community, and that we were expected to take an active part in all activities. He never told us what activities.

Many administrators require that the teachers remain in the community a certain number of week ends each month. Few administrators see that the teachers meet the people in the community

who could make these week ends interesting and worth while. Members of the community should be urged to take more initiative in inviting the teachers to participate in community activities.

It must be pointed out, however, that a community can expect too much of its teachers and make too many demands upon them.

Teacher comment:

I suppose a band man is usually confronted with the problem of taking part in civic activities. After I was on the job two weeks, I found that I was expected to have the band perform at the Harvest Festival. It was badly depleted by graduation. I was not well enough acquainted with the seniors who had graduated the year before so that I could ask them to play, so I was criticized by some people for the way the band sounded. I play the piano for Kiwanis, the P.T.A., and any time that there is a program downtown that requires an accompanist. I have furnished soloists for fifteen programs so far this year. The next position I take I will certainly find out what the community expects of me before I sign a contract.

Teacher comment:

I spend more time making posters and doing the art work for downtown organizations than I do preparing for my daily lessons. I think a teacher has a right to know what demands a community will make of him before he signs a contract.

It is desirable that the community make some demands and that the teachers participate in community activities. It seems, however, that the superintendent of schools should see that the candidate has a full and complete understanding of what the community expects of its teachers before he offers a contract.

ACTIVITIES OF CIVIC INTEREST IN THE COMMUNITY

Activities of civic interest in the community are closely related to the activities in which the community expects teachers to participate. Many communities have program series such as concerts, lectures, and forums and are justly proud of them. New teachers

should be informed of these activities. Many communities have activities of civic interest that are different from those in other communities. A School Fair, for example, may be one of the most important civic functions in the community during the fall season. Neighbors from miles around may participate in its planning and thousands of people may gather there. A new teacher in the school system should know the value to the community of the various activities and the interest of the people in them.

Teacher comment:

Before we left the college in the spring, the school superintendent filled out a booklet entitled, "Introducing a Teacher to the School and Community." He listed the activities of civic interest. I was glad he did. I ordered tickets for the civic orchestra concert the first week of school.

In many communities the school is the center of interest and any school-sponsored activity is of major public concern. Teachers who come from large cities to teach in small towns should be informed especially about this inclination to make the local school a focal point.

COMMUNITY INTEREST IN THE SCHOOL

Teachers want some interpretation of the community interest in the school. Some want this information so that they will know how much support can be expected from parents in the development of programs and certain class doings. Others want it because they believe that a community interested in the school is a better place in which to work and live than one that has no such interest.

Teacher comment:

Our superintendent told us about the community interest in this school at our pre-session workshop. It gave me the cue that I should be sure to invite the mothers to my room. I have done this, and many

of them have come. I think teachers need to know about the community interest in the school.

Teacher comment:

I think a community that is interested in the school like this community is a good place to work because the teachers are accepted as a part of the community life. The principal told me when I was hired about the community interest; it was one of the factors that led me to decide to accept the contract.

Teacher comment:

There seems to be very little community interest in the school. It makes it hard to put on programs, and have only a few people turn out. The next position I take I'm going to find out just what the interest of the community is in the school before I accept the job.

Teacher comment:

You hesitate to ask about churches in the community when you are applying for a position for fear the employing official may think you are "churchy" and that you may consider your religion so seriously that it may follow you into your classroom.

There is an opportunity for the churches to share in the welcome extended to new teachers. A handbook indicating the street addresses of churches, the times of the services, and the activities of each church would be very helpful.

INFORMATION ABOUT THE SCHOOL

The internal organization of the school often is very complex. It is almost certain to appear complex to the teacher new to the school. The policies of the school determine the controls over most of the activities of the staff members. A staff member, then, can ill afford to be without knowledge of school policies. Lane's study included information about beginning teachers' desire for knowledge of school organization and policy. The data on the responses to questions of this type are presented in summary form in Table

3. Only those items of information were included in this table which were judged by more than 80 percent of the teachers interviewed to be of importance to a beginning teacher.

TABLE 3. Percent of Teachers Responding to the Question: Is This Something About Which a Beginning Teacher Should Be Told? ^a

Items of Information Concerning the School	Percent Indicating Yes	Percent Indicating No
1. Places where supplies, books, and equipment are kept and how to obtain them	100	0
2. School policies in regard to extra pay for extra work	100	0
3. School policies in regard to salary schedules	100	0
4. Name and position of immediate superior	99	1
5. Provisions and policies in regard to discipline	98	2
6. Building facilities	98	2
7. School policies in regard to teachers' absence	98	2
8. Enrollment of the school	97	3
9. Names of supervisors	97	3
10. What subjects had supervisors	97	3
11. General characteristics of the students	91	9
12. School policies in regard to channels of appeal	91	9
13. Types of marking systems	87	13
14. School policies in regard to limits of teachers' authority	87	13
15. Number of teachers in the school	85	15
16. Number of new teachers in the school	85	15
17. Names and positions of school board members	81	19
18. Grades in the school	81	19

^a Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951, p. 76.

SUPPLIES, BOOKS, AND EQUIPMENT

All teachers interviewed indicated that information concerning places where supplies, books, and equipment are kept, as well as methods of obtaining them, is absolutely necessary to new teachers.

Teacher comment:

When school opened I was completely lost. I did not have the necessary supplies for my room. I went to the office to obtain them and the office girl told me that according to an inventory left by the last teacher, there was sufficient equipment, and that none had been ordered for me. I was told to take an inventory blank and to fill out the equipment that I needed. When I got this completed, the other

teachers had already obtained all the items I needed, so I had to wait. I was told later by one of my fellow teachers, that I should have told the principal and not the office girl.

Teacher comment:

I did not have any textbooks for the first two days of school because I had failed to turn in a request slip to the librarian in time. She made me wait until all the other teachers had selected their books. I did not know about request slips for textbooks. The older teachers had turned in their requests last spring before they had left for vacation.

During Lane's interviews with new teachers the indication was persistent that there was so little information given that few gained a clear idea of how to obtain books, supplies, and equipment. It becomes obvious that the older members of the staff have an advantage in knowing what equipment and supplies are the most desirable and tend to secure them ahead of the new teachers. It is little wonder that beginning teachers have great difficulty in keeping pace with the experienced teachers.

Teacher comment:

Before school started, we were taken around the building and shown the equipment we could use in our teaching. We were given information on how to obtain textbooks, reserve books from the library, films and supplies. We were shown the storerooms, and how to make out the orders and requisitions. I never realized how much there was to this until it was explained to me. I am glad that I received this information.

It is evident that this teacher's principal realized the importance of giving full information about school supplies and equipment.

EXTRA PAY FOR EXTRA WORK

It is not surprising to note that school policies regarding extra pay for extra work and those regarding salary schedule were con-

sidered important by 100 percent of the teachers interviewed. A new teacher in the community often was not sure whether he was expected to *donate* his time to such things as supervising a downtown youth club after hours or giving speeches before various community organizations. Many communities now pay their teachers for duties such as collecting tickets at basketball games, dances, and football games which occur outside of school hours. Some communities expect teachers to donate their full out-of-school time to all activities in the community.

SALARY SCHEDULE

While most of the teachers interviewed had been in the new position for at least three months, many of them did not understand the school's salary policy. Many school administrators provide handbooks in which the salary schedule is explained. The policies, however, may be so complicated that few teachers fully understand them. Teachers are interested in knowing about their future economic status. An understandable salary policy can supply this knowledge. Some teachers indicate that if the school has a salary policy they are unaware of it. Teachers in small schools display a greater lack of knowledge about salary policy and schedule than do teachers in large ones. Small communities tend to permit salaries to be settled on a basis of personal negotiation between the teachers and the members of the board of education. These teachers often are unhappy about the situation. They point out that (1) they were not aware of it before they signed a contract; (2) it was something about which teacher education institutions had failed to warn them; and (3) after they were on the job they did not know how to conduct themselves properly in the negotiation of a salary.

NAME AND POSITION OF THE IMMEDIATE SUPERIOR

Teachers who are new to a school system want to know in ad-

vance who their immediate superior will be and what his position is.

Teacher comment:

I was not assigned to a school until after I came to town. I wanted to get copies of textbooks and ask some questions concerning my job before I got here, but I couldn't.

The larger school systems tend to hire teachers at one time and assign them later to specific schools. A teacher often does not know who his superior will be until he has arrived at the assigned school. Several teachers who were interviewed indicated that they did not know their relationship to the principal and to the classroom supervisor: whether they were responsible only to the supervisor or to the supervisor and the principal or just to the principal. The relationships of the entire school staff should be explained to both inexperienced and experienced teachers who are new in the school system. The modern school with its superintendents, assistant superintendents, principals, vice-principals, and supervisors leaves the new teacher at a loss to know to whom he is responsible.

PROVISIONS AND POLICIES REGARDING DISCIPLINE

Both beginning and experienced teachers who are new to a school system find that school policies are vague regarding the teachers' responsibility in handling discipline. In many schools there are as many policies relating to discipline as there are teachers because administrators often state that it is the teacher's responsibility to maintain order and that cases are not to be sent to the office unless it is absolutely necessary. Who knows what another person thinks is "absolutely necessary"? A policy such as this offers little help to a new teacher. Pupil control, nevertheless, is often the major criterion by which teachers are judged and teachers know it.

Teacher comment:

I visit five elementary schools and teach one class of art in high school. There is no uniformity in regard to discipline. Some teachers spank their children and do other things of which I do not approve. I can't seem to keep the high school pupils occupied. I just don't know what to do about them.

Teacher comment:

In college we were taught to treat each child as an individual and that group work was the best way to teach. You can't do it in this school. The teachers tell me to be tough with them and they will respect me. I still don't believe that a teacher has to be a dictator, but I'm not having any luck here.

School administrators must face the fact that teachers want to know what the school policies are in regard to discipline. If there are no written policies, new teachers should be called together to agree upon a possible way to handle a major discipline problem if it should arise. They must know what help to expect from the school principal and must understand that, if they do call on the principal for help, they will not jeopardize their professional standing with him.

BUILDING FACILITIES

There are two major reasons why 98 percent of the teachers interviewed by Lane thought a knowledge of building facilities highly important: (1) Teachers who are applying for a position want to work in a modern, well-equipped building. (2) After they are in the position, they want to know what building facilities they can use in their teaching and the school policies which govern the use of such facilities.

A teacher in a large high school reported that he had taught biology in the school for a year before he found out that there was a small greenhouse on the roof of the building. The school janitor

casually commented that several years earlier there had been a teacher who used the greenhouse. The principal, when approached on the subject, said that he had supposed the teacher knew about it.

Many teachers teach in a school building over a period of years and do not know what equipment is available and appropriate to their needs. Many times a piece of equipment can be used by more than one teacher if more than one teacher knows about its existence. It is a waste of money not to acquaint all teachers with all building facilities.

The school gymnasium often is a source of difficulty unless the teachers understand the policies which govern its use. If the auditorium and gymnasium are combined, the problem of priority is a keen one for the drama and athletic coaches. Both coaches want the best possible performance and, unless a policy governing the use of the gym and stage is completely understood, a serious personnel problem can arise.

TEACHER ABSENCE

Most states have statutory sick leave provisions. Many schools have local policies regarding sick leave as well. Each teacher should understand what they are. If there are substitute teachers, who is responsible for calling a substitute? How far in advance should the teacher notify school authorities that he will not be in school? Whom shall he notify? Who pays the substitute teacher? Does the school have group insurance which covers illness? All of these questions are important to new teachers and accurate answers should be given.

SUPERVISORS AND THEIR FUNCTIONS

The functions of the special supervisors vary from system to system. Many beginning teachers indicate that they are not sure to whom they are responsible—the supervisor or the principal.

If the school has supervisors, the new teacher should be given each supervisor's name before reporting for duty. If possible the supervisor should send the new teacher a letter of welcome and offer to supply any information which might be desired. There is no better way to make a new employee feel secure than to make him know that those in responsible positions are glad to have him and are interested in him.

GENERAL CHARACTERISTICS OF THE CHILDREN

The teacher must know his pupils if he is going to do effective teaching. Such information often is left to the new teacher to secure without assistance. With so many new things to learn, it often takes a new teacher about a year to become acquainted with his students' backgrounds and scholastic records. This means that for a period of one year the new teacher falls short of his potential effectiveness.

Teacher comment:

The children in this school are mostly from farm homes. They are polite and respectful. There are no personnel records available to the teachers concerning the students. I can't say that I know very much about them in regard to intelligence and interest.

There is another very important reason why teachers should be given information about the general background and the characteristics of the children in the school. In many large school systems the homes and backgrounds of the children in one school may differ completely from those of children in another school in a different section of the city. One school may have children of a particular dominant nationality group whose home customs are completely different from those of another group. Schools need teachers who are able to understand and to adjust to the children. Some teachers adjust to certain groups with ease while others adjust with difficulty.

Much of the above type of information should be given to

teachers before they sign a contract. Information given in advance can hasten the teachers' acquaintance with new pupils during the opening days of school.

CHANNELS OF APPEAL

Do the new teachers understand the route through which they could communicate an objection, a complaint, or a suggestion to the proper authorities? Can they pursue this route without fear of recrimination from lesser school authorities? Most new teachers indicate that their principal is the one to whom they would go. They are not sure, however, about their relationships to department heads and supervisors. Could they go to the principal without having first seen the supervisor or department head? What is the recourse if they talked with the supervisor or department head but were not satisfied?

It is essential that superintendents, principals, department heads, and supervisors understand their own responsibilities and areas of authority. These understandings must be passed on to all teachers. New teachers need to have these relationships carefully explained.

The remaining items in Table 3 are all very important to a new teacher. These are:

1. Type of marking system.
2. Limits of teacher's authority.
3. Number of new teachers in the school.
4. Names and position of school board members.
5. Grades in the school.

Information about these items may seem insignificant to an established member of the school staff but it helps the new teacher to understand his position and to be a better teacher.

INFORMATION ABOUT THE TEACHING POSITION

New teachers want to know about the school and the community but not with the force of immediacy that they want to know about

the teaching position. Lane queried the beginning teachers in his study regarding the desired information about the teaching position. The summary of the responses is presented in Table 4. The

TABLE 4. Percent of Teachers Responding to the Question: Is This Something About Which a Beginning Teacher Should Be Told? ^a

Items of Information Concerning the Teaching Position	Percent Indicating	
	Yes	No
1. Specific duties, classes, grades assigned ^b	100	0
2. Extra-class assignments ^b	100	0
3. Specific guidance or counseling responsibilities ^b	100	0
4. Date to report for duty	100	0
5. Available audio-visual equipment	98	2
6. Approximate enrollment in each class or grade	97	3
7. Local required course of study	94	6
8. Time of day teachers are to be at school	94	6
9. Time of day teacher is free to leave school	89	11
10. Types of records required	87	13
11. Types and kinds of reports required	87	13
12. Time of lunch period	67	33
13. Time of last period ending	67	33
14. Nature of pre-session responsibilities	65	35

^a Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951, p. 92.

^b Items 1-3: Information concerning the teaching assignment.

percentage of teachers indicating a desire to receive each item of information gives a rough measure of the relative importance of these items to new teachers. The list of items related to the teaching position could be almost unlimited in length because of the infinite variety of positions and assignments. Those included in Table 4 are the more frequently mentioned ones.

THE TEACHING ASSIGNMENT

Of all the information which teachers want when they are applying for a new position, the most important is that concerned with the specific duties involved in the teaching assignment. In most cases, however, when a teacher receives information about the prospective position from a placement bureau, the notice states that it is "teaching English," or "teaching mathematics." If the

teacher is fortunate in his interview, he may learn about some of the extra-class duties connected with the position. After reporting for duty, he may find that the originally stated commitments of the employing official constitute only a small part of the duties that he is expected to perform. A more unfortunate situation is one in which the teacher has been told or led to understand that he is assigned to none of the classes for which he thought he was under contract to teach.

Education is termed by some people as one of the largest contemporary business enterprises in the United States. It is, nevertheless, an enterprise that performs very poorly the task of analyzing and describing the positions to be filled. It is the opinion of the authors that the poor analyses and descriptions of positions are the result of a lack of planning on the part of the school administrators. The positions for which personnel is being selected should be planned well in advance in terms of the duties to be performed. Few school administrators will accept a new administrative position unless they are well informed about the ability of the community to support its schools and told, quite precisely, about the working relations with the board of education. Administrators, then, should show more sympathy toward a teacher's desire for information about the position requirements. Far too often new teachers do not have an opportunity to make known the fact that they want to teach a particular grade or a particular class. Teachers want to be assured that they will not be expected to take over duties and assignments for which they feel inadequately prepared.

The data presented in Table 4 emphasize the fact that every new teacher is interested in the details of the position for which he is applying.

Teacher comment:

I am not teaching a single subject I expected to teach when I signed my contract. We have only five teachers on our faculty and three resigned just before school opened. The principal hired another

teacher who lives in town to teach the English classes I expected to teach and gave me classes in science and mathematics. I do not even have a minor in math. If my husband were not on the staff I would reign in a minute. I simply will insist that my exact classes be listed in my next contract before I sign.

It is highly questionable to assume that this teacher is doing well in her position. It is preposterous to expect her to be evaluated by this school administrator as "good" or "poor" in this particular teaching assignment. In an appropriate assignment she might have performed very differently.

Beginning teachers often are misled to think that teaching consists only of meeting classes. They are less aware than experienced teachers of the need to participate in committees and to direct extracurricular activities within the school.

Teacher comment:

I spend more time in committee meetings after school than I do in preparation of my bulletin board for my next day's work. I am a member of the general curriculum committee and the Teacher's Handbook Committee, and the Chairman of an Elementary Arithmetic Committee. I did not know that I would be expected to be on so many committees or to be the advisor of the Girl Scouts and the Student's Library Club. I think the beginning teacher should be warned.

The school administrator should analyze each of the teaching positions in his school and write a description of the duties which the teachers holding these positions will be expected to perform. Through the use of job analyses and job descriptions an administrator can help placement bureaus and new teachers understand the nature of the positions. Suggestions will be made in a later chapter about the preparation of job analyses and job descriptions. This practice could prevent applicants from accepting new positions with inadequate knowledge of the duties and assignments involved in the contract.

DATE TO REPORT FOR DUTY

It would seem unnecessary to say that teachers must know when they are to report for duty, but many administrators fail to notify teachers of the date to report. Lane reports that, while most teachers indicate they have sufficient general information to plan their summer activities, many are not certain of the exact date until about a week before the time to report for duty. The time at which this information is received is of great importance to the teachers involved. Those employed in the spring of the year want to plan the summer with the reporting date in mind as the termination of their pre-school activities. Those employed during the summer months need to know the date to report for duty so that their previously planned activities may be altered if necessary. The matter of one or two days at the end of the summer may seem of little importance to the employing school and community but it is a matter of concern to the new teacher, whose sense of security will be bolstered if he knows ahead of time exactly when he is to start his newly contracted responsibilities.

AVAILABLE AUDIO-VISUAL EQUIPMENT

The teacher will perform more efficiently if he knows what teaching aids are available. If bulletin boards, maps, projectors, and other items of audio-visual equipment are to be used, he must realize that they are available and must understand the policies, rules, and regulations of the school regarding their use. Many teachers do not know the procedures for ordering a film. In some instances films are ordered in the spring of the year by the new teacher's predecessor. In such cases the new teacher should be told what films were ordered and should be given an opportunity to revise the list. Many schools own thousands of dollars' worth of equipment that some of the teachers do not even know about. Other teachers may know it exists but not how to use it. Each new member of the teaching staff ought to be furnished a list of the

available equipment and given an opportunity to learn the use of each item that is appropriate to his teaching activities.

Teacher comment:

I had been told that there was an album of historical records that could be used in my senior English class. I can't find them in my room and the principal did not know what happened to them. While I was looking for them, I did run onto some transcriptions that could be used for Shakespeare's *Twelfth Night*. I do think that the school should furnish the beginning teacher a list of the materials that can be used in his classes.

A complete inventory of audio-visual materials in the school is essential if unnecessary duplication and waste of funds are to be avoided.

Teacher comment:

I ordered a seed display and a chart showing the common weeds for this area for my agricultural classes. After the order came and we had opened them and placed them on the wall, I found that we had both of these items on hand from the year before. They had been in the farm shop above the tool cabinet. At the same time I had discovered several other displays that I didn't know we had. If my predecessor had left a list of these materials, I could have avoided ordering more and could have used the other charts I found in several of my classes earlier in the year.

APPROXIMATE ENROLLMENT IN EACH CLASS OR GRADE

A glance at Table 4 will reveal that many new teachers interviewed by Lane were interested in knowing the approximate enrollment in each class or grade. This may seem a rather insignificant item but, again, it is a means by which a teacher can assess a position before he signs a contract.

THE COURSE OF STUDY AND CURRICULUM INFORMATION

Information on courses of study and the curriculum seems to run

in extremes. At one extreme are the schools in which there is absolutely no information on objectives or curriculum. At the other are the schools where a very detailed handbook has been developed which gives a description of the school's curriculum and the various courses of study as well as considerable information about the content of each course. Even though a school presents detailed information on the curriculum in its handbook for new teachers, the latter do not necessarily appreciate or understand the full significance of the information given. New teachers have not had the benefit of sharing in the development of existing curriculum material. If we acknowledge that a school's curriculum is based on the needs of its community, it follows that a new teacher will need much assistance in understanding the information that is placed in his hands. This assistance can be given by either the administrator or a teacher who has been assigned to the task by the administrator. Many school systems have done very little to state the school's objectives in written form. Other systems have not encouraged the teachers to work out carefully planned courses of study. Administrators in systems in which there has been negligence in these respects should remember that new teachers, especially beginners, still are wide-eyed with the proper idea that the educational program should be adapted to the needs of the pupils. The administrator, then, has an important task in pointing out the nature of the community and the needs of the children in the school. If he will do this, it may give the new teacher some idea of the best approach to his classes. The least desirable thing to do is to hand the teacher a room key and textbook and say, "You are now a teacher of English. I am not an expert in English but I assume you know what should be taught." We might ask how the English teacher is to know what should be taught in the English class when she is not informed regarding the nature of the community which will be reflected in the needs of the pupils in her

classes. Any teacher needs the kind of information which will give the framework and background in which the teaching and learning will occur.

REPORTING TO AND LEAVING SCHOOL

Most schools have a policy on the hours that teachers are to be on duty. Some schools furnish this information in handbooks but often it remains unwritten policy. The new teacher unknowingly may get into some embarrassing situations and perhaps serious difficulty.

Teacher comment:

I understand that we are to be at school by 8:30 and we are to stay until 5:00. However, the staff does not seem to adhere to these hours. I have been told by some of the teachers that there were no such rules, but the principal told me about them when I was hired. I think such rules should be posted if all teachers are to be treated alike.

Personnel problems can arise from confusion about when to report for duty. An example of this occurred in a certain school system in which there were several new teachers. The principal of the building had told them that they should report for duty at 8:15 in the morning. These new teachers made it a point to be at school at 8:15 but during the first weeks they noticed that some teachers were there at 8:15, others at 8:30, and some arrived just before the bell rang. It became quite evident that there was a division in the faculty. Those who came at 8:15 and those just shortly before 9:00 constituted the two divisions. The new teachers, by complying with the principal's request, became members of a clique early in the school year without knowing that they were doing so. New teachers seldom want to become a part of any clique. They want to be respected by all staff members in the school. The "nine o'clockers" in this situation were critical of the new teachers. Several of the "nine o'clockers," however, sought to

convert the new "8:15 o'clockers" to their faction. The result: intensified difficulties for the new teachers!

REQUIRED RECORDS AND REPORTS

School systems require different kinds of reports from classroom teachers. Beginning teachers interviewed by Lane indicated that, if the administrators had taken time to explain how to fill out the records and reports before the opening of school, it would have eased their worries during those first weeks. Schools holding pre-session workshops have a good opportunity to help the new teachers gain an understanding of and some proficiency in their recording and reporting duties. Teachers who are new to a school system indicate that the actual teaching of classes worries them less than the various records and reports which must be submitted to the administrator.

Some states require that each teacher maintain accurate records of attendance in his classes. The attendance registers are recognized as official records for the state. When a state supervisor or inspector comes to the school, the teacher's records are checked very carefully. An error can mean a change in the amount of state aid which the school will receive. School administrators in states where teachers' records are official must be sure that the teacher understands the significance of each type of information used for official purposes.

INFORMATION OF PERSONAL INTEREST TO THE TEACHER

Probably no other category of information is more important to the individual teacher than that which concerns his personal economic, social, and home life. Eight items of information are listed in Table 5 in which Lane found beginning teachers are interested. The urgency of these items will vary with individual teachers. The school administrator, therefore, should make every effort to create a situation in which the teacher feels free to ask for information which is of personal interest to him.

TABLE 5. Percent of Teachers Responding to the Question: Is This Something About Which a Beginning Teacher Should Be Told?^a

Information of Personal Interest to the Teacher	Percent Indicating Yes	No
1. Approximate cost of room and board	99	1
2. Whom to see for living accommodations	99	1
3. When to make arrangements for living accommodations	99	1
4. Type of living accommodations	99	1
5. Vacation dates	98	2
6. Personal habits not approved by community	96	4
7. Number of salary payments per year and dates paid	93	7
8. Expectation of teacher's time on week ends	85	15

^a Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951, p. 104.

LIVING ACCOMMODATIONS

The first four items in Table 5 are concerned with the living accommodations and living conditions in the community. This information is important in the minds of new teachers, especially those who are married. It is interesting to note that during the Lane interviews there was a tendency to indicate that fairly adequate information had been received on this point. Many objections, however, were raised by teachers concerning the acceptability of the recommendations made by the school administrators on the "fitness" of places to live. It was pointed out that some places are the traditional ones in the community where teachers are expected to live. Too often, the teachers feel that the landlady assumes the responsibility of checking on them and reporting her findings to the superintendent. Teachers in such communities preferred to obtain their own living quarters rather than to have help from the school administrator.

The superintendent or principal should be able to tell teachers that the choice of a place to live is of no specific personal importance to him. One teacher in Lane's study indicated that he was not at all happy in the place where he was living but he did not want to move because the principal had recommended the place to him.

EXPECTATION REGARDING TEACHER'S TIME ON WEEK ENDS

It is not uncommon for school administrators to require that teachers stay in the community on week ends. An interesting question arises in the mind of the teacher when such a requirement is made. He wants to know what he is expected to do or, more simply, what there is to do. Many single teachers, especially women teachers, indicated that they were so completely ignored that they had nothing to do but sleep and eat throughout the week end. They did not feel welcome in some of the community activities.

If teachers are expected to remain in town on week ends, they should understand which activities they are expected and encouraged to participate in. There should be an explanation also as to why it is necessary to remain in town a certain number of week ends in each month. Unless the reason for such a requirement is a good and valid one, it is an ill-advised demand to make. Teachers should, however, take part in community activities. Participation will help them professionally and will encourage broader public acceptance of the school.

IMPORTANT DATES IN THE SCHOOL CALENDAR

It is desirable that every school have some type of teacher's handbook. One of the important items in any teachers' handbook is a calendar indicating the schedule of major school events of the year—dates for such things as semester examinations, mid-term examinations, vacations, basketball and football games, and many other events and occasions.

Many small schools have failed to supply this information in the form of a handbook or by any other means to teachers in the system. Again, this is a matter of good planning; there does not appear to be any plausible reason why the scheduled calendar cannot be given to the teacher well in advance of the events.

Teacher comment:

I think it is important to know when vacations are scheduled in the school year. My home is in the East and I wanted to know, for

instance, when I would be out for Christmas so that I could make plans for my vacation with my parents.

Teachers are unable to make plans satisfactorily unless they know the dates for vacations, examinations, and other events early in the year. Lane visited one school on the morning the teachers had been informed that there would be no Easter vacation that particular year. The Easter vacation was to have started in two days, according to the practice of previous years. It usually started the Monday before Easter Sunday and ended on the day after Easter Sunday. Most teachers on the staff had made plans for this period. Morale was at a low ebb after the announcement that there would be no vacation. This school could not expect the teachers to be working up to par, to be giving their wholehearted help to the school and to the children. Mental health is an important part of being a good teacher. It is difficult to maintain a good mental attitude when you are unable to anticipate more than a few hours ahead what may be coming next on the schedule of events.

PERSONAL HABITS AND RECREATIONAL ACTIVITIES

Each community makes different demands on its teachers. A teacher in one community may be able to smoke on the streets. In another there may be some restrictions about smoking. In some communities teachers may appear in bowling alleys while elsewhere they may not. Some communities have unwritten policies but strong traditions forbidding teachers to dance. The teachers in most communities, however, are free to live in about the same manner as other responsible people.

The time to have an understanding about any restrictions on such things as smoking, dancing, bowling, etc., is before the contract is signed. If the teacher is not informed as to the restrictions on his personal life, he cannot take such things into consideration when accepting the position. Even though the contract may be interpreted to include such things, the teacher makes no known agreement to accept any such restrictions.

SALARY PAYMENTS

Economic necessity makes an important event of payday for most teachers. The teacher should be informed of the date checks are issued, where they may be obtained, and the number of checks he is to receive during the year. Many teachers indicated that they started teaching in a new position with limited funds and that it was necessary for them to borrow money. They pointed out that it is rather embarrassing to inquire, upon arrival, of their fellow teachers or of the school administrator about the date of their salary payment. If the teacher must borrow money to tide him over the first month or two, he needs to tell the banker when payments can be made. Many schools pay twice during the first month of the school year in order that the teachers may have some salary as soon as possible after a long period without income. Teachers should know whether they are to receive nine checks for nine months' teaching or twelve checks. The pay-roll practice should be fully understood before a contract is signed.

A SUMMARY LIST OF ITEMS OF INFORMATION WHICH ARE OF INTEREST TO NEW TEACHERS

In order to provide a check list of the items of information which are important to new teachers, the following summary is presented:

1. Transportation facilities in and out of the community.
2. Names and positions of prominent community leaders.
3. Recreational opportunities in the community.
4. Health facilities in the community.
5. Community interest in the school.
6. Places in the school where books, supplies, and equipment are kept, how to obtain them, and policies governing their use.
7. School policies in regard to extra pay for extra work performed for the school.
8. School policies in regard to salary schedules.

9. The names and positions of immediate superiors.
10. Provisions and policies of the school in regard to discipline.
11. The building facilities and policies regulating their use.
12. School policies in regard to teachers' absence.
13. Pupil enrollment in the school.
14. Names of special supervisors.
15. The subjects or classes where special supervision is available.
16. Specific class or grade the teacher is expected to teach.
17. Extracurricular assignments.
18. Specific guidance and counseling responsibilities.
19. Date to report for duty.
20. Available audio-visual equipment and policies regarding its use.
21. Type of pupils in each class or grade.
22. Information concerning the local required course of study and the curriculum.
23. Approximate cost of room and board.
24. Whom to see for living accommodations.
25. When to make arrangements for living accommodations.
26. Vacation dates.
27. Personal habits not approved by the community.

The above items of information were desired by 90-100 percent of the teachers who were interviewed by Lane. Other items of information which are important and which over 80 percent of the teachers wanted are as follows:

1. Activities in which the community expects teachers to participate.
2. Activities of civic interest in the community.
3. Community interest in the school.
4. General characteristics of students in the school and those the teacher will have in class.
5. School policies in regard to channels of appeal.
6. Local required course of study.
7. Time of day teachers are to be at school.
8. The number of salary payments per year and the date teachers are paid.
9. Dominant nationality groups in the community.

10. Churches in the community.
11. Dominant vocational groups in the community.
12. The type of marking system.
13. School policies in regard to limits of teachers' authority.
14. The number of teachers in the school.
15. The number of new teachers in the school.
16. Types of records required.
17. Types of reports required.
18. Expectation of teachers' time on week ends.
19. The financial ability of the community to support the school.
20. Other schools in the community.

THE TIME TO GET INFORMATION

An induction program must serve the needs of the individual teacher. Information is wanted at the time when it will be of the greatest help. Without thought of the time element, there may be too much information too late, too little too late, too much too soon, or some other unfortunate relationship between time and amount. Some information will be helpful in making the decision of accepting a position. Other information will be useful in planning for the position that has been accepted. Still other information will be needed to get through those hectic first days of school. There may be many items that will overlap in their contributions to certain phases of the induction process. The overlap is not at all serious when compared to the results of either complete absence of information or indigestible amounts of it. The selection of items of information to give to new teachers must be accompanied by careful consideration of the time to present them.

Lane interviewed experienced and inexperienced teachers to discover what information they would like to receive about the school and community and about the time they would like to receive it. Their responses as to "what and when" can be placed in these three categories:

1. The information desired before signing the contract.

2. The information desired after signing the contract but before reporting for duty.
3. The information desired after reporting for duty.

INFORMATION DESIRED BEFORE SIGNING A CONTRACT

Earlier in this chapter it was stated that the time for the teacher candidate to gain a clear and concise picture of the position, the community, and the school is before signing a contract. The following list includes the items of information which new teachers want from the superintendent when he is interviewing them as candidates:

1. Personal habits not approved by the community.
2. Specific classes or grades to be taught.
3. Extracurricular assignments.
4. Enrollment of the school.
5. Approximate number of children in each class or grade.
6. Cost of living and kinds of living accommodations.
7. Transportation facilities in and out of the community.
8. School salary schedule, if one exists. If there is no salary schedule, the teachers want to know what the possible future will be in terms of salary.
9. Activities of civic interest in the community.
10. Churches in the community.
11. The dominant vocational groups in the community.
12. The dominant racial and nationality groups in the community.
13. Recreational opportunities in the community.
14. Number of teachers in the school. If the system has more than one school, the number of teachers in the system.
15. The school building facilities and any unique advantages or disadvantages of the present building.
16. Expectation regarding teachers' time on week ends.
17. Activities in which the community expects teachers to participate.
18. The number of new teachers who may be in the school.
19. The community's interest in the school.
20. The general characteristics of the students.
21. Name and position of the immediate superior.

Honesty and brevity are expected. Teachers make an interesting interpretation of the information that they desire before signing a contract. Many indicate a realization that a complete and adequate picture may be difficult to give but they do want a brief overview and, above all, an honest picture of the school and community. Experienced teachers, more than beginners, tend to rate highly the community interest in the school. This is especially true of teachers who are responsible for sponsoring such activities as school programs, band concerts, plays, or forensic contests.

If the community places restrictions on the teacher's personal habits, such as smoking, these restrictions should be known before the candidate accepts the position. If he signs the contract knowing about such restrictions, he is committed to conform to them.

Mass employment practices are undesirable. A rather common practice in large school systems is to employ teachers *en masse*, that is, to employ, especially in the elementary grades, as many as ten or fifteen teachers at one time, without specifically stating the probable class or grade assignments. Teachers deplore such employment practices. Most teachers have preferences for particular classes or particular grade levels. The keenness of anticipation is dulled and the sharpness of preplanning is lost if the new teacher is elected to a school system rather than for a teaching specialty. Some teachers are not informed about the class or grade assignment until they appear for the first staff meeting. Some superintendents will promise a grade in the lower elementary, in the intermediate, or in the upper elementary classes but will not make a commitment as to the particular grade that will be assigned. In some cases this may be a necessity, but if we are to be fair to newly employed teachers we should make every effort to see that they know the specific assignments before they arrive in the community. It is rather common for an administrator in a small high school to employ a teacher for four classes in a certain subject field but neglect to tell her exactly what the extracurricular assignments will be.

Teachers realize that there are non-class activities that they will be expected to direct. Unless they understand what these are and have an opportunity to assess their adequacy for such assignments before signing the contract, they may be disgruntled and unhappy in the school system for the entire school year. Unhappy teachers do not make good teachers.

Teachers know what they want. More than 75 percent of the teachers interviewed by Lane wanted the first nineteen items of information in the above list before they signed a contract. The teachers interviewed had been in their positions for a number of months at the time of the interview and were in a position to assess the honesty of the employing officials in what was said at the time of entering into a contract. Only true and sincere statements should be made to teachers about the school system, the teaching position, and the community. Teachers want the "cards on the table" before the contract is signed.

Teachers indicate that during the interview they do not feel free to ask many questions concerning the position, the school, and community requirements. They have the impression that the employing administrators are more interested in questioning the candidates than in supplying the information on which a candidate could base an intelligent decision to accept or reject the position.

Teachers do have definite ideas concerning what they would like to know before a contract is signed and every effort should be made to provide them with this information.

INFORMATION WANTED AFTER SIGNING THE CONTRACT BUT BEFORE REPORTING FOR DUTY

Teachers know not only what items of information they want before signing the contract but also what information they would like to get between the time of signing the contract and the opening of school. Lane reports that teachers would like to know the following after they have signed a contract:

1. Date to report for duty.
2. Whom to see for living accommodations.
3. When to make arrangements for living accommodations.
4. Name and position of immediate superior, especially if they have not met him and if they are going to be working for someone besides the person who interviewed them.
5. Name of supervisor.
6. The subjects or grades for which they will be able to expect help from supervisors.
7. Any extra-class assignments.
8. The approximate enrollment in each class or grade.
9. The approximate cost of room and board in that community.
10. The number of salary payments per year and the dates paid.
11. The type of marking system.
12. The available audio-visual equipment in the school.
13. The local required course of study.
14. Types of records and reports required.
15. Definite guidance and counseling responsibilities.
16. A daily program showing the time for teachers to be at school, the class schedule, the time of the last period of the day, and the time the last period ends.
17. Activities of civic interest in the community.
18. School building facilities and policies governing their use.
19. Vacation dates.
20. Names and positions of prominent community leaders.

Follow-up is needed. A few teachers indicated that they had received booklets and pamphlets which carried information about the school program and about the community. Other teachers were contacted by the chambers of commerce, banks, and other business institutions stating that certain facilities were available to new members of the community. This information not only made them feel that they were welcome but also gave them a sense of security that comes from being wanted in the community. Even though information is furnished to teachers during the summer months, they

gain by having this information further explained after they are "on the job." Advance information gives teachers a basis for thinking things through and preparing to ask questions where clarification is needed.

INFORMATION DESIRED AFTER REPORTING FOR DUTY

After the teacher has reported for duty he probably has more questions than at any other time. The newcomer to a position hesitates to stop the first person he meets for the purpose of asking a lot of questions. He fears that it may be considered a display of ignorance. He keeps his anxieties to himself. The following items of information are found to be desired especially by new teachers about two weeks after school opens:

1. Provisions or school policies in regard to discipline.
2. Time teachers are free to leave the school and time to report for duty.
3. Information concerning the general characteristics of the students in each class.
4. Places where books, supplies, and equipment are kept and policies governing the obtaining and use of them.
5. The type of marking system that the school uses and the philosophy underlying it.
6. The local required course of study and the underlying philosophy concerning it.
7. The school policies in regard to channels of appeal.
8. The approximate number of children in each class or grade in the school.
9. The available audio-visual equipment.
10. The types of records and reports required and how to prepare them.
11. Explanation of extracurricular assignments.
12. A survey of the school building facilities and policies governing their use and the facilities that are available to each teacher.

13. The expectation regarding the teacher's time on week ends.
14. The school policies in regard to limits of teacher's authority.
15. Vacation dates.
16. School policies in regard to teacher's absences.
17. The salary schedule for the year and the dates on which teachers are paid.

The time element in the giving of information to new teachers has been emphasized in this section. Three major time divisions have been suggested: (1) before signing the contract, (2) after signing the contract but before reporting for duty, and (3) after reporting for duty. There are numerous duplications in these lists. The duplications may be interpreted as expressions of needed repetition on the part of the new teachers. Time, manner of discussion, and repetition are important in assuring an understanding of information.

INFORMATION FOR THE EARLY MONTHS IN THE SCHOOL YEAR

Some items of information can be given at any time during the first months of the school year. These may be of great importance to each new teacher but may not have the time significance of previous lists. The following are examples of items that can be presented early in the school year but after the year is well started:

1. The names and vocations of school board members.
2. Activities in which the community expects the teacher to participate.
3. The activities of civic interest in the community.
4. Community interest in the school.
5. Health facilities in the community.
6. Recreational opportunities in the community.
7. School policies in regard to limits of teacher's authority.
8. Vacation dates.

Other items of information not imperative during the first

weeks of school or necessarily during the first months are the following:

1. Other schools in the community.
2. The financial ability of the community to support the school.
3. Trend in enrollment of the school.
4. The dominant racial and nationality groups in the community.
5. Dominant vocational groups in the community.

ADMINISTRATORS AND NEW TEACHERS NOT ALWAYS IN AGREEMENT ON THE IMPORTANCE OF INFORMATION

Lane asked the administrators of new teachers, as well as the new teachers, to indicate whether each item of information was or was not important. Special care was taken not to reveal the fact to administrators that they were judging items that beginning teachers thought were important. The teachers' percentage of items selected as important was higher than the administrators'. The application of the Spearman rank correlation method revealed no correlation between the teachers' rank in importance of the items of information and the administrators'. The only group of informational items on which teachers and administrators tended to agree as to importance were those pertaining to the community. In other words, what the teachers thought important regarding the school, the teaching position, and matters of personal interest was not necessarily thought to be important by the administrators.

The significance of this situation is that special effort must be made by the administrative staff to see that the new teachers have an opportunity to ask questions. The administrative staff must accept the new staff member's idea of the importance of information. This requires understanding, patience, and tolerance on the part of those in the best position to help new teachers.

THE SOURCE OF INFORMATION

The kind of information received, the time it is given, its form, and the manner of its giving are important in the induction of new

teachers. The manner in which information is given is determined largely by the nature of the source of the information, that is, whether it comes from a person, a group, or a printed page. The information is not *given*, regardless of the source, until the person to whom it is directed knows that it has been received. Lane questioned the new teachers in his study about the adequacy of the information received with respect to its source. The summary of the responses on this item of inquiry is presented in Table 6.

CONFERENCES WITH ADMINISTRATORS OR ASSIGNED STAFF MEMBERS

The few teachers who received information by means of a conference with the administrator or an assigned member of the staff declared that it was adequate. Twelve items of information were mentioned as having been received from this source. These range from selected characteristics of the population of the community through the specifics of the teacher's assignment to the restrictions placed upon the staff member by the community. In general, this source was used for types of information that would require rather generous and careful description.

PRE-SESSION WORKSHOPS

The source which ranked second on the basis of the percentage of responses indicating adequacy of information was the pre-session workshop. There were 372 responses showing that 37 items of information had been received from this source. Of these responses 341 or 91.6 percent indicated that the information received was adequate. This established the pre-session workshop as an important instrument of communicating to new teachers since so many items of information were received through this source.

FACULTY MEETINGS AND WEEKLY BULLETINS

The record for faculty meetings and weekly bulletins as shown in Table 6 is not encouraging. The record is particularly dismal

TABLE 6. The Adequacy of the Information with Respect to Its Source

Sources of Information	Total Responses Indicating Information Was Received	Total Responses Indicating Information Was Adequate	Percent of Adequacy
1. First interview	684	384	56.1
2. Follow-up correspondence before contract	321	217	64.4
3. Interviews, handbooks, counseling, or visitation after contract was signed, but before school opened	0	0	0
4. Pre-session workshop	372	341	91.6
5. First day of school at faculty meeting	406	252	62.7
6. Conferences with administrator or assigned staff member during the year	27	27	100.0
7. Faculty meetings during the year	0	0	0
8. Weekly bulletins or announcements	17	0	0
9. Teacher's handbook	379	292	76.7

because these are two popular means of communicating to teachers. They may be very effective for teachers established in a position but they are not rated favorably by new teachers.

THE RANK IN IMPORTANCE OF SOURCE

Lane ranked the sources of information on the basis of adequacy as follows:

1. Conferences with the administrator or an assigned staff member during the year.
2. The pre-session workshop.
3. Interviews, handbooks, counseling, and visitation after the contract was signed, but before school opened.
4. The teacher's handbook.
5. Follow-up correspondence before the contracts.
6. The first interview.
7. Faculty meetings during the year.
8. The weekly bulletin or announcements.

FELLOW TEACHERS AND FRIENDS AS A SOURCE OF INFORMATION

Another possible source of information is fellow teachers and

personal friends in the community. These are the people with whom the teacher comes in contact in his social and professional life. They are a source of information that is uninfluenced and probably unknown by the administrator. Beginning teachers report that, when they take the initiative in obtaining information from their fellow staff members or from friends, conflicting opinions often are evident. Information from friends or fellow teachers concerning such things as recreational activities which may be prohibited by the community and personal habits not condoned by the community was, on a hearsay basis, highly conflicting in nature. Instead of being helpful, the information received from well-meaning friends tends to confuse the new teacher.

The school administrator should know that the new staff member in his school will seek information. He may either take the time and make the effort to provide it accurately and completely or allow them to seek it from other sources. Industry realizes that it is often the fellow with a "gripe" who is the first to volunteer information. Certainly a teacher who is unhappy or maladjusted in his position would not be the most desirable person to brief a new staff member. The conferences with the staff member assigned by the administrator or with the administrator himself appear to be the most desirable sources of information for new teachers.

A STUDY OF INDUCTION PROBLEMS

Dr. Morris Wallace reported a study of the induction problems of 136 teachers. These problems and the percentage of the 136 new teachers reporting the difficulties are as follows:³

- a. Problems related to understanding the school's philosophy and objectives, procedures and routines.
 1. Learning administrative report routine—86%

³ Morris S. Wallace, "Problems Experienced by 136 New Teachers During Their Induction into Service," *North Central Association Quarterly*, January, 1951, p. 304.

- 2. Understanding the system of evaluating pupil achievement—75%
- 3. Understanding the school philosophy and objectives—71%
- b. Problems related to conditions of work.
 - 1. Inadequate materials—71%
 - 2. Inadequate building facilities—68%
 - 3. Drab, unattractive surroundings—65%
- c. Problems related to establishing good teacher-pupil relationships.
 - 1. Disciplinary problems—75%
 - 2. Establishing good pupil-teacher relations—71%
 - 3. Teacher class load—68%
 - 4. Pupil-teacher ratio—57%
- d. Problems related to adjustment to administrative and teacher personnel.
 - 1. Professional adjustment to other teachers—68%
 - 2. Establishing good relationships with the principal and getting his support and respect—67%
- e. Problems involving teacher-community relationships.
 - 1. Out-of-school demands on teachers—67%
 - 2. Inadequate salary—not able to meet the community standards of living—59%
 - 3. Satisfactory recreational outlets—52%
 - 4. Participation in the social, political and economic life of the community—51%
 - 5. Pleasant living conditions—50%
- f. Problems involving teacher-supervisory relationships.
 - 1. Discovery and utilization of human and material resources of the community—58%
 - 2. Establishing relationships with parents—56%
 - 3. Non-constructive supervision—51%
 - 4. Not knowing specific teaching assignments prior to assuming teaching duties—51%
 - 5. Not being informed in regard to community problems—50%
- g. Problems related primarily to instruction.
 - 1. Utilization of auxiliary teaching aids—50%
 - 2. Classroom management—organizing class work—57%

This list has important implications for the school administrator when he is considering the induction of the new members of his staff. The Wallace and Lane studies, while far from identical in nature, have many points in common. They supplement each other in content as well as reinforce the urgency of much more careful attention to induction problems and procedures.

SOME EXAMPLES OF GOOD INDUCTION PROGRAMS

Many school systems in the United States now have programs which are designed to help the new teachers in the induction process. One must observe, however, that there are many more schools that make little or no attempt to help the new teacher. An induction program must be more than merely introducing a new teacher at the first faculty meeting or inviting him to a tea some afternoon to meet the staff and possibly the board of education.

TULSA'S INDUCTION PROGRAM

The public school system of Tulsa, Oklahoma, is doing outstanding work in the induction of new teachers. One of its unique contributions is a very complete and comprehensive, as well as attractive, handbook for new teachers entitled *Handbook for Teachers New to Tulsa Public Schools—A Glimpse of Your New Home*.⁴ The first section of the handbook is devoted to school policies and teacher responsibilities. Under this heading can be found the following items of information:

1. The legal status of the teacher.
2. The assignment policy.
3. The working hours.
4. Paydays.
5. Information concerning the budget of the public schools.
6. The vacations that are observed by the Tulsa Public Schools.

⁴ Charles C. Mason, *Handbook for Teachers New to Tulsa Public Schools*, Tulsa, Oklahoma, Department of Printing, Tulsa Public Schools, 1949.

7. The publications of the Tulsa System.
8. The general education program.
9. The pre-primary program.
10. Policies concerning audio-visual materials.
11. A description of the platoon school and a statement of its advantages.
12. Discussion of the textbooks that are used and suggestions as to how they may be ordered.
13. The teacher's responsibility toward the school.
14. School class materials.
15. Absence from work.
16. Reporting of accidents.
17. Home study.
18. A discussion of the regular attendance of students.
19. Policies regarding the employment of teachers in outside work.
20. Policies regarding tutoring.
21. Mail service.
22. The policies in regard to reports to parents.
23. Special education.
24. The guidance program.
25. The reading clinic.
26. The high school summer session.
27. The adult education program.
28. The teacher and public relations.
29. Summer school requirements for teachers.

The second part of the handbook presents the philosophy of education in the Tulsa public schools. The third part takes up such things as personal and professional interests. Under the personal and professional interests the following are discussed:

1. Teachers' retirement system of Oklahoma.
2. Cumulative sick leave.
3. Accident insurance.
4. Hospital and physicians' services.
5. The Tulsa Teacher's Credit Union.
6. Saving money.

7. Tulsa Classroom Teacher's Association.
8. The lecture courses sponsored by the Teacher's Association.
9. Other local professional organizations.
10. The Oklahoma Education Association.
11. The Tulsa Education Association.
12. The Tulsa Teacher's Forum.

The fourth section of the handbook deals with the new teacher and the community. Under this heading such things as the Tulsa climate, its water, its housing, its recreational facilities, pictures of Tulsa schools, the cultural opportunities, the churches, the population and growth of Tulsa, the industries, and the transportation systems in and out of Tulsa are discussed.

The Appendix of the handbook includes an organization chart of the public schools in Tulsa, the teachers' salary schedule, and a school directory which includes the school location and telephone number. A map of the school district shows the locations of the schools.

Another most desirable item in the handbook is information about the city bus routes. A map shows the routes and is keyed by number so that new riders can easily identify the right bus to take.

The Tulsa parks are listed and the kind of playground equipment that is available in each one is noted. The school calendar for the coming year is another important item included.

"N.E.A. JOURNAL" SYMPOSIUM

The May, 1952, issue of the *National Education Association Journal* contains a symposium of practices used to induct new teachers in various school systems throughout the country. Some of the practices described in the *Journal* are included here.

Hazel Prehm, Director of Elementary Education in White Plains, New York, reported the following practices in White Plains:

Orientation for the new teacher in White Plains, New York, begins with her notification of election in June. She is invited to visit

soon the school where she is to teach that fall; to meet the principal, teachers, and pupils; to see her room; and to borrow books, courses of study, and other materials. The secretary of the board of education offers to help her find housing.

Induction Day is held just before school opens in the fall. At this time all new teachers meet each other; the superintendent welcomes them; and an experienced teacher who knows the city well, tells of good places to eat, interesting shops, and good entertainment places. She invites teachers to call her if she can be of help.

Building teas are held in most schools. The board of education gives a citywide tea for all new teachers. Name cards—giving college, school, and local assignment—make good conversation starters.

The principals appoint, for each teacher, a sponsor-teacher to whom the new teacher can go for quick answers on routine matters and for security in countless areas of "teacher talk." When possible two or more new teachers are placed in the same school. Every effort is made to place them in the grade where they practice taught. They are also helped to understand thru what channels aid and guidance are available.⁵

Mr. John Sternig, Assistant Superintendent of Schools, Glencoe, Illinois, reported the following practices in Glencoe:

New teachers join the Glencoe, Illinois, public schools at the beginning of a six-week program in June and July. They examine our philosophy and its implementation; become familiar with facilities, materials, and services; study records of pupils they are to have; confer with the previous teacher; and get their classrooms ready for fall.

The new teachers meet their associates, the parents, and other members of the community; establish their living quarters; and discover the resources about them. When the schoolbell rings, Miss Newcomer can hardly be distinguished from Miss Experienced.⁶

Another interesting program is found in the Rochester Public Schools, Rochester, Minnesota. Catherine Stephens, Chairman of

⁵ Hazel Prehm, "Orientation of New Teachers," *National Education Association Journal*, May, 1952, p. 286.

⁶ John Sternig, "Orientation of New Teachers," *National Education Association Journal*, May, 1952, p. 286.

the Public Relations Committee of the Rochester Education Association, reports the following:

Several weeks before a new teacher comes to Rochester, Minnesota, he receives from the chairman of the social committee of the local education association a letter of welcome. The letter includes offers to meet the arriving train or bus and to help find living accommodations.

A month of orientation begins August 1. During the first two weeks discussions and demonstrations of techniques are presented by administrators, counselors, nurses and other consultants. Since ours is a 12-month school system, some on-the-job teachers are asked to discuss parent-teacher conferences, cumulative records, and other aspects of school.

In the third week visits are made to industrial and business places to familiarize teachers with community resources for class excursions. These establishments give the teachers courtesy cards which may be redeemed for gifts.

During the fourth week teachers go to their own buildings to prepare for the school year. A social gathering is enjoyed by new and returning teachers. A key person in the community welcomes the teachers and invites them to participate in civic affairs.

Later, parents greet teachers individually. A room-mother is chosen for each new teacher. At the first PTA meeting all teachers are introduced, and new teachers are presented with corsages.⁷

Local merchants have a stake in all new people who come into the community. One of the things that can make the teacher feel wanted as a member of the community is to have the local merchants take an interest in him. Many times a local chamber of commerce makes special attempts to contact and greet the teachers as well as other new people who move into the community. Business establishments of Norman, Oklahoma, send gift wagons around to the homes of new residents. Banks of Norman are known to contact new professors who have been employed by the

⁷ Catherine Stephens, "Orientation of New Teachers," *National Education Association Journal*, May, 1952, p. 286.

University before the new person arrives in town. This may appear to be a commercial scheme but to a new member of the community such attention gives a feeling of security.

Kathlynn Vilven, Public Relations Chairman for the Classroom Teacher's Association of Lockhart, Texas, reported in the *N.E.A. Journal* the following concerning the Chamber of Commerce:

The local Chamber of Commerce chartered busses to take 70 teachers on a county wide tour. Residents of each community gathered, refreshments were served, and parents and teachers got acquainted. At noon the members of the caravan were luncheon guests of the chamber of commerce. During the following week new teachers were luncheon guests of civic organizations.⁸

The above is a good example of a progressive community and a good example of businessmen who are alert to the fact that teachers can be a great asset to a community, especially when they are happy there.

Martin W. Essex, Superintendent of Schools at Lakewood, Ohio, reported the following about that school system's philosophy regarding the induction of teachers:

Our efforts have been keyed to a consideration of the new teacher as an individual. After a contract is signed, emphasis is directed toward personalizing adjustment to the school system. If a new teacher is to be treated as an individual, it is imperative that we learn a great deal about him—his aspirations, experiences, abilities, attainments, travel background, and avocational interests. Names stick readily when such information becomes a part of the welcome. A teacher is more than an employe; she is a personality, and, we hope, a friend.

A copy of *Professional Personnel Policies* is provided for all teachers. We assume that if policies which protect, stimulate, challenge and reward are understood by teachers, their work will be more enjoyable and their services more valuable.

We like to think that orientation to a new school begins before a

⁸ Kathlynn Vilven, "Orientation of New Teachers," *National Education Association Journal*, May, 1952, p. 287.

contract is signed. The *Handbook* is made available to teachers seeking employment in an effort to have them fully aware of current policies. At the time of employment a teacher should clearly understand his relation to the administrative organization, the salary schedule and other compensations for service, professional growth standards, and other policies governing teachers.⁹

PROGRESS HAS BEEN MADE

These practices are mentioned in order to call attention to the fact that many schools now are attempting to provide a good induction program for new teachers. This is a vast difference from the "old days" when the teacher arrived in the city with no one to meet him, no one interested in his personal welfare, and no one concerned with his personal success. The new teacher was formerly an outsider as far as the staff was concerned and he had to "fight his way up." Little concern was stimulated by the fact of one's being a newcomer in the community. He was a stranger, and his strangeness was the cause of aloofness on the part of others and the basis of his own detachment.

An induction program is not ended until the new teacher in the school system has achieved acceptable status in the eyes of the students, the fellow teachers, the administrator, and the people in the community. The induction program continues until the new teacher thoroughly understands all aspects of the community, the school, and his work. He is fully inducted when he is able to accept and meet responsibilities with the same stimulation, direction, effectiveness, and assurance as the established and experienced teachers in the school.

WHAT DO YOU KNOW AND WHAT DO YOU THINK ABOUT THESE QUESTIONS?

If you are a school superintendent—

Have you noticed a difference in the way the various new teachers

⁹ Martin W. Essex, "Orientation of New Teachers," *National Education Association Journal*, May 1952, p. 287.

on the staff seem to make the adjustment to the new situation? Are there some characteristics about these adjustment problems that are unique to your school? How do you account for a pattern of problems that are unique to your school? Have you made a careful study of the ways in which your induction problems differ from those found in other school systems? Do you think that you, as the superintendent, in any way are a cause of these problems? Do you think that the new teachers should take full responsibility for adapting to the new situation? Do you think that teacher education institutions should graduate students who are trained to make adaptations to new school and community situations? Have you discussed with any institution your expectations on this matter? What are the implications of the fact that "teachers with high college grade-point averages want more information about the school and the community than teachers with lower grade-point averages"? Do you draw any inferred responsibilities from the fact that "teachers who receive more information about the school and the community find greater satisfaction with the position than those who receive little information"?

If you are a board member—

Is your community different from other communities with which you are familiar? In what ways is it different? Do these differences pose any problems for the new teachers who come to your school and community? What responsibility do you as a board member have in helping the new teacher meet and adjust to the situations peculiar to your community? Do you think a teacher has a right to protest if he finds his new position much different from that described to him at the time of employment? How do you think this protest should be presented, if at all? How many items of information about the new teachers in your school system can you list? As an official employer, are you satisfied with what you know about your new employees?

If you are a new teacher—

Do you agree or disagree with existence of induction experiences of beginning teachers as reported in this chapter? Would your summary of *information received and/or wanted* differ from that re-

ported here? If you are still in the induction period, what can you do with the information about induction given in this book? Have you taken any of the suggested steps on your own initiative? Are you a victim or a beneficiary of the induction activities as they exist in your school?

CHAPTER 5

College and University Responsibilities in the Induction of New Teachers

Colleges and universities have a responsibility for induction that is inherent in every good teacher education program. The security of a new teacher in a new position may depend upon how well he understands his role in the school and community. It stems from the confidence that he has in himself to cope with children, parents, fellow teachers, administrators, teaching assignments, extra-curricular assignments, and the many demands which will be made by various groups in the community.

Preparation programs must be of aid in the hazardous years. Public school teachers and administrators have a great responsibility for helping the new teacher understand his role in the school and community. Colleges and universities, however, have a responsibility that is equally great. Four years is the minimum time in which to prepare students in most teacher education programs. The skills, knowledges, abilities, aptitudes, and understandings developed on campus as preparation for teaching are, in actuality, minimums. Teacher education programs need to be analyzed carefully to ascertain whether each student who graduates from the program is trained thoroughly in the minimum essentials for teaching. This analysis is difficult because there always is the temptation to assume that every phase of education from philos-

ophy to school building construction must be studied by the undergraduate if he is to become a competent teacher.

Undergraduate programs and activities in teacher education need especially to equip the student to meet the problems and demands of a new position while he still has only a minimum of background and experience. The first months and years are hazardous ones. During this period, if conditions are favorable, teachers will develop professionally and personally. In-service education programs and additional formal study will enable the teacher to specialize and/or gain insight and understanding into the multitude of things which he must know to become a truly good teacher. Colleges and universities must assume the appropriate responsibilities in the induction problems of new teachers.

Specific induction interests and activities usually start when a student becomes a college senior in the program and approaches the time to apply for a teaching position. The major responsibility at this stage rests with the teacher placement bureaus which arrange meetings between prospective teacher and employer for the purpose of determining the possibility and desirability of employment.

The effectiveness of placement activities varies from college to college. Some institutions have elaborate and well-planned counseling programs for the purpose of helping candidates secure satisfactory employment while others make very little effort to provide specific individual assistance. College and university personnel need to remember that each student has certain hopes and desires to which he aspires after having received the degree. Each student has some particular ideas as to (1) what he wants to do, (2) where he wants to teach, (3) the kind of school in which he wants to teach, and (4) the kind of things which he will "stand for" as an individual. Learning to know the student as an individual must begin long before placement time. It must be started early in the student's college career—possibly as early as the freshman or sophomore year. Advisers, counselors, and placement officials

need to know their prospective teachers over a long period of time. Then, when the actual time comes for the student to seek a position, he will have had the kind of advice and education program which will help him achieve maximum effectiveness as quickly as possible.

PREPARATION FOR INDUCTION INHERENT IN THE TRAINING PROGRAM

Colleges and universities need to study their programs and evaluate them in terms of the kinds of learning and experiences which they provide for prospective teachers. Some areas are more completely covered than others.

New teachers are prepared to teach within the classroom. The Standards and Surveys Committee of the American Association of Teachers Colleges¹ reports that the area in which teacher education institutions appeared to be doing the most complete preparation was in the group or classroom situation. A majority of the schools sampled by the committee reported that students preparing to teach were provided opportunities to work with children and to study their personal traits and characteristics. There also were opportunities for counseling with individual pupils, evaluating pupil growth, constructing, giving, and interpreting tests, scoring papers, and interpreting test results. A majority of schools provided opportunities for (1) the study of curricular problems, (2) the development of lesson plans, (3) the guidance of children by choosing objectives and planning effective methods of solving problems in working on projects, and (4) the development of basic skills needed in the various teaching areas. The majority of colleges and universities were reported to be giving prospective teachers opportunities to study and participate in the selection and use of techniques and materials of instruction, the development of room organization, the care for the physical well-being of children,

¹ American Association of Teachers Colleges, Standards and Surveys Committee, *School and Community Laboratory Experiences in Teacher Education*, 1948, p. 170.

individual pupil study, excursions and field trips, and remedial work.²

New teachers are not well prepared to cope with problems outside the classroom. An interesting aspect of the Surveys Committee report was that very few colleges and universities were making an effort to have prospective teachers study what is referred to as the "larger school situation."³ There is little provision for students to prepare for such duties as making general reports required by superintendents and principals, meeting administrative problems, requisitioning supplies and equipment, participating in faculty meetings, and working on courses of study and other broad school problems. In fact, this area is a noticeable void in the preparation programs of beginning teachers. Teacher education institutions need to help prospective teachers to understand how schools are administered (including the function and role of school boards), to become acquainted with the kinds of reports that are necessary, to see how administrative problems are met, and to know how supplies can be requisitioned. Prospective teachers ought to meet with teachers in faculty meetings in order to get some idea of the application of the principles of human relations.

Teacher education students have little opportunity to study community relationships. In this area, too, there exists a noticeable void, as reported by the committee.⁴ Few teacher education institutions reported that students had an opportunity to participate in non-class activities pertaining to the school and the community. A few institutions indicated that their students could participate in parent-teacher meetings and assist in community projects. A very small number of schools reported that they tried to help student teachers approach a cordial parent-teacher relationship in conferences concerning children's development. A small number reported giving prospective teachers the chance to participate in a school's

² *Ibid.*

³ *Ibid.*

⁴ *Ibid.*

public relations program. Little opportunity was provided for student teachers to participate in leading young people's organizations.

New teachers have had little opportunity to consider further professional development. A minority of colleges and universities reported that prospective teachers were allowed to study the needs and possibilities of continued professional development. A few colleges and universities helped students in developing a set of educational principles and in using them in meeting and dealing with school problems. These schools also reported helping the prospective teacher to become acquainted with professional organizations such as the education associations. Very little was done in the area of professional contacts. Student teachers had little opportunity to attend professional meetings or to work co-operatively with colleagues in developing a code of professional ethics, in contributing to professional programs, or in writing articles for professional journals. Few colleges and universities emphasized or stressed continued in-service education in the teacher education program. As a result most new teachers left the college or university with little thought given to the matter of personal and professional strengths and weaknesses and the means by which weaknesses could be corrected.

Success of new teachers is dependent upon more than their ability in the classroom. A sense of security on the part of the new teacher can grow out of the kind of teacher preparation program which he has experienced. From the report *School and Community Laboratory Experiences in Teacher Education*,⁵ sponsored by the American Association of Teachers Colleges, one might deduce that most teachers who are products of a teacher education program have a greater security in methods, subject matter, and the internal operation of the classroom than they have in the areas of understanding the total school operation, community relationships, continued professional development, professional contacts, and plan-

⁵ *Ibid.*

ning a program of continued in-service education. Yet, it must be pointed out, in many cases the success or failure of a teacher in a new position is not necessarily based on his ability to teach and to work with children within the classroom. Rather, his success or failure as measured by his colleagues, superintendents, principals, and people in the community may be largely determined by his ability to fit into the school and the community, his contribution to the activities of the faculty and the student body, and his willingness and enthusiasm in continuing his professional development.

The induction difficulties experienced by new teachers do not confine themselves to classroom situations. Perhaps colleges and universities should be complimented on the teacher and the learning situation in the classroom; however, insecurity outside of the classroom can be carried over into the classroom and be a deterrent to effective teaching.

A new teacher who does not understand the techniques of reporting and pupil accounting; the relationships between children, teachers, principals, superintendents, supervisors, school boards, and the public; the designs for curricular study; and the relationship of what he does to the total school situation is likely to be judged a rather poor teacher by all those around him. A new teacher who believes that he has little or no responsibility for student activities in the school and community and, therefore, resents any demands made upon him by the public and by the school may be judged a teacher of questionable merit. The new teacher who finds himself confronted with responsibilities and tasks which are foreign to him will need a longer time to become adjusted to the school system than will the one who had preparation for the multifarious duties of a teacher.

NEEDED EMPHASES IN TEACHER EDUCATION PROGRAMS

A first step on the part of colleges and universities should be to become acquainted with the potential teacher. In most teacher

education institutions students enter the program in the freshman, sophomore, or junior year. Every means should be provided whereby applicants may become acquainted with the professional staff responsible for the program. The first step, then, becomes the matter of collecting appropriate data about candidates.

THE ENTRANCE INTERVIEW

Some colleges and universities have what is known as an "entrance interview." It occurs at the time the student indicates a desire to enter the teacher education program. During this interview the student is asked to supply important information about himself and to discuss his plans and his hopes with a competent counselor who understands the problems of teaching. The interview becomes an occasion when the student has an opportunity to ask questions of a person who is acquainted with the entire field of education. It is also the place where the professional staff responsible for the teacher education program accumulates information about the student. The counseling process then becomes a two-way proposition. On the one hand, the people responsible for the teacher education program have an opportunity to appraise the potential candidate, and on the other hand, the candidate can ask questions which will enable him to make a wise and intelligent choice regarding the particular branch of teacher education he should enter. At this time every student should fill out a personal data sheet on himself. Data on his background, both educational and personal, should be supplied as well as a statement of his ambitions and hopes in the teaching profession. It may not always be possible for a student to indicate his plans and ambitions at the time that he enters the program. A freshman or sophomore in college is not always ready to make these decisions. In such cases follow-up interviews should be held during the sophomore and junior years until the student has some clear-cut ideas about his professional future.

SELF-EVALUATION ON THE PART OF THE STUDENT

When the student enters the teacher education program it is time for him to begin acquiring information by which he can assess his potentialities as a teacher and also to provide information for advisers in teacher education programs on which they may make some recommendation as to his continuing in teacher education. Selective admission policies and practices eliminate many of those candidates for teacher education programs who would not make good, strong, potential teachers. As the student continues in a teacher education program, he should have an increasingly clear picture of his personal and scholastic assets and liabilities. Counselors and advisers need this information too, because it becomes the basis for advisement as to further work the student should take in formal classes and the areas in which he will need to explore and study either in laboratory work in teacher education or on his own initiative.

As an aid to counseling and advisement, the prospective student for teacher education should be furnished with some type of check list against which he may evaluate himself. Such a check list also might be used by the adviser or counselor as a basis for discussion and planning.

The Future Teachers of America, which is an organization of high school and college students who plan to become teachers, has set forth some characteristics of good teachers:

1. Physical vitality—I will try to keep my body well and strong.
2. Mental vigor—I will study daily to keep my mind active and alert.
3. Moral discrimination—I will seek to know the right and to live by it.
4. Wholesome personality—I will cultivate in myself good-will, friendliness, poise, upright bearing, and careful speech.
5. Helpfulness—I will learn the art of helping others by doing helpful things daily in school and home.

6. Knowledge—I will fill my mind with worthy thoughts by observing all that is beautiful in the world around me, by reading the best books, and by associating with the best companions.
7. Leadership—I will make my influence count on the side of right, avoiding habits that weaken and destroy.⁶

The American Council on Education's Commission on Teacher Education, in *Teachers for Our Times*, listed the following qualities for good teachers:

1. Respect for personality.
2. Community-mindedness.
3. Rational behavior.
4. Skill in cooperation.
5. Increasing knowledge.
6. Skill in mediating knowledge.
7. Friendliness with children.
8. Understanding children.
9. Social understanding and behavior.
10. Good citizenship in the school as society.
11. Skill in evaluation.
12. Faith in the worth of teaching.⁷

The above characteristics for good teachers are given as examples of what might constitute the basis for self-evaluation by students and for the evaluation of students by members of the college and university teacher education personnel. Each student who plans to enter the teacher education program might well be given a list of the attributes of a good teacher. He might use it in discussing these characteristics with the counselor and in evaluating himself by way of discovering his own greatest strengths and weaknesses. It also would give counselors and staff members a basis for judging students as well as for administering examinations of various kinds which might elicit the information essential

⁶ Future Teachers of America, *Future Teachers of America Handbook for Chapters and State Associations*, 1954 rev., inside back cover.

⁷ American Council on Education, Commission on Teacher Education, *Teachers for Our Times*, 1944, pp. 156-172.

to the counseling of the student. Each college or university probably should devise its own list of characteristics rather than accept in full any standard list.

The college or university's responsibility begins when the student applies for admission to the teacher education program and continues throughout the time the student is in the program. Counselors, advisers, supervisors, critic-teachers, and others who have a part in the program should have appropriate information available about each student as he progresses through the program. Only on this basis can intelligent counseling be done concerning the best selection and sequence of formal experiences within the program and the emphasis upon things he might anticipate when he enters the teaching profession. Colleges and universities have a responsibility for gathering appropriate data about potential candidates in teacher education programs. With these data the institutional personnel can work with each student on the basis of his personal merits, his weaknesses, and his strengths. The student and adviser can use the data in choosing those courses and experiences which will facilitate his induction into the teaching profession.

KNOWLEDGE OF THE FIELD

Colleges and universities need to know the schools and communities which are serviced by them. Just as the college and university personnel must know the students whom they are preparing to be teachers, they also must know something about the schools and the communities in which most of the students will eventually teach. Too often the college attitude seems to be that the placement of the graduate completes all obligations. In fact, many times the college staff appears to feel that it is a privilege for *any* student to teach in *any* community. This is far from true. The placing of a teacher in a particular school system or in a particular community should be of mutual benefit. If the prospective teacher is to benefit, he or she should have an opportunity to appraise the position and the community in which the school is located. A

student from a large city may be placed in a small community without realizing what his personal responsibilities will be in that type of community. He is not used to the personal contacts that people have with one another in small communities and he may not anticipate the demands which small communities make on teachers. There are many and varied background and training characteristics of teachers that might act as barriers to adaptation in specific schools and communities. Each teacher needs a general knowledge of community demands before he signs a contract. Intelligent placement service on the part of the college and university requires the use of accurate and complete information about the schools and communities which are served by them.

THE EMPLOYMENT INTERVIEW

Richard A. Siggelkow,⁸ in a study of employment interviews, reports that the majority of all topics discussed during initial interviews between college seniors and employing administrators were items about the school and community which could have been supplied to candidates by the placement office prior to the interview. Improved practice along this line would clear the interview for the inclusion of other topics which might be more valuable.

Prospective teachers do not receive all the information they desire during interviews. Siggelkow⁹ states further that applicants for positions among beginning secondary teachers wanted information on activities in which the community expects teachers to participate, cost of room and board, personal habits not approved by the community, expectation regarding the teacher's time on week ends, typical living accommodations for teachers, activities of civic interest for teachers, and the general educational and cultural level

⁸ Richard A. Siggelkow, "Analysis of the Initial Interview Content Between Prospective Employers and Beginning Secondary Teachers for the Purpose of Improved Teacher Placement Practices," unpublished doctoral thesis, University of Wisconsin, 1953, p. 105.

⁹ *Ibid.*

of the community. These points were not discussed during interviews with the prospective teachers.

A community analysis form is needed. College and university placement agencies could prepare a form to be sent to all school administrators in the area asking them to supply information about the community. The following information might be requested:

1. The name of the community.
2. Demands of community on teachers.
3. Personal habits not approved by the community.
4. Population of the community.
5. The dominant vocational groups in the community.
6. The dominant racial groups in the community.
7. The churches in the community.
8. Libraries, museums, art galleries, etc., available in the community.
9. Activities of civic interest in the community.
10. Outstanding historical characteristics of the community.
11. Parks and playgrounds in the community.
12. Other recreational facilities, such as bowling, golf, movies, etc., in the community.
13. Transportation facilities in and out of the community.
14. Evidence of community pride.
15. Evidence of community interest in the school.
16. Community civic organizations.
17. Special shopping facilities.
18. Housing facilities.

1 A community file should be started in the placement bureau so that, when a vacancy occurs in a given community, the potential candidate will not only have information about the teaching vacancy but be able to find out something about the community. He will then have some basis for deciding whether he cares to be considered as a candidate for the position.

In the community file could be kept copies of descriptive folders

of the community, school annuals, the newspaper published in the community, and other such information which would give a potential candidate some insight into the nature of the community. A placement service which is rendering outstanding work to the schools would not have too much difficulty in securing the coöperation of public school superintendents, principals, and teachers in developing community files.

Position description is needed in candidate selection. Colleges and universities often are guilty of providing candidates with weak, vague, and misleading information about vacancies because superintendents of schools or other employing officials fail to supply the agencies with sufficient data. There is no excuse, however, for assuming that this dearth of information for a teacher candidate is satisfactory or the best that can be done. Each college or university placement bureau can prepare a position description form which would help employing officials supply the information required. An example of a position description form is shown in Chapter X. This form could be furnished to prospective employees when a notification of a vacancy has been received by the college or university. A good description of the position to be filled, along with the information collected on the community, would accomplish these two things: (1) it would enable the college to describe accurately the teaching position to a prospective candidate; and (2) it would enable the college staff to serve more effectively in the selection of prospective candidates for the position.

A good position description will reveal precisely what classes are to be taught. If the major responsibilities of the position call for teaching classes in English, the description should definitely set forth whether the classes consist of literature or oral and written composition. The grade levels to be taught should be clearly given. The extracurricular activities which are a part of the position should be clearly and concisely described. Special assignments or functions of a school and community nature should be indicated.

School administrators should aid in determining the specifications of the person to fill the position. The college or university should supply employing administrators with a form which will enable them to set forth the personal and professional specifications of the person needed to fill a particular position. The specifications should include items such as (1) the minimum amount of training and education, (2) the minimum amount and type of experience, (3) the minimum and maximum acceptable age, (4) special skills needed to handle any unusual aspects of the position, and (5) personal specifications with respect to habits, values, associations, etc. It bears repeating that a good description of the position, a description of the community, and specifications of the kind of person needed to fill the position will enable the placement agency to supply possible candidates with the information on which they may make a decision as to whether to become actual candidates for a position. This in itself will eliminate some candidates. Further, it will reduce the number of teachers who take positions in communities and schools in which they become unhappy in the early weeks of the new employment experience.

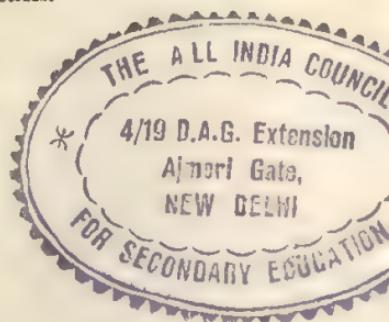
One of the most deplorable ways of announcing vacancies to potential candidates is by putting notices on the bulletin board or in the school newspaper. This practice invites any person who, by chance or by independent judgment, feels he is qualified to be interviewed by a particular superintendent for an announced position. In such instances the prospective teachers come to the interview with little or no idea of what information to seek for their own benefit, or of what is expected of them. This practice tends to force all prospects to become candidates for a position until such time as each finds the position undesirable or until the employing administrator finds the candidate not qualified. This serves the purpose of neither the candidate nor the school administrator. The employing school administrator is in the position of having to screen out those who are not qualified at all and those who are not

interested after they discover the nature of the position. This is a waste of valuable time which might better be spent in interviewing interested and well-qualified prospects.

PREPARING FOR THE INTERVIEW

Many schools afford opportunities for students in teacher education programs to think through what they would like to cover in an interview and to consider and practice what their own conduct and action should be in an interview. Sometimes this is done as a part of the student teaching program. In any event, whether in a credit course or not, it would be well for the college or university personnel in teacher education to arrange for students to get some practice in the art of interviewing. Colleges and universities need to analyze what superintendents of schools and employing officials want to know about candidates and what they want to learn from candidates when they come to interview them. Siggelkow¹⁰ reports that in the analysis of interviews held by 35 employing officials with more than 200 seniors in the secondary school program the following areas of information were discussed in varying degrees:

1. Specific classes and grades candidate is to teach.
2. School enrollment.
3. Extra-class or core curricular assignments.
4. Size of classes candidate is to teach.
5. Population of the community.
6. Condition of physical plant.
7. Location of the community.
8. Room facilities.
9. Number of teachers in the school.
10. Typical living accommodations for teachers.
11. Transportation facilities in and out of town.
12. General education and cultural level of the population.
13. Enrollment trends.
14. Practice-teaching experience.
15. Size of the community in which candidate was raised.



¹⁰ *Ibid.*, p. 54.

16. Financial ability of community to support schools.
17. Number of new teachers in school.
18. Dominant nationality groups in school.
19. Philosophy of the school.
20. Other schools in the community.
21. Cost of room and board.
22. Recreational opportunities.
23. Churches in community.
24. Dominant vocational groups in the community.
25. Engagement or marriage plans of the candidate.

The above items of information are arranged in descending order with respect to the percentage of the interviews including each. The specific classes and grades the candidate is to teach were discussed in 98 percent of the interviews. The items range down to engagement or marriage plans, which point was brought up in 3.1 percent of the interviews.

Siggelkow reports that candidates wanted information on certain items that were not included in the interview, as follows:¹¹

1. Activities in which community expects teachers to participate.
2. Cost of room and board.
3. Established security provisions.
4. Personal habits not approved by the community.
5. Expectations regarding teachers' week-end time.
6. Typical living accommodations for teachers.
7. Recreational opportunities for teachers.
8. Activities of civic interest in the community.
9. General education and cultural level of the community.
10. Type of marking system.
11. Philosophy of the school.
12. Available supplies in audio-visual equipment.

From the comparison of the two listings above it is rather apparent that the items of information which applicants for teaching positions rate as important were not covered to any extent in the

¹¹ *Ibid.*, p. 62.

interviews with employing officials. Siggelkow reports further: "It is possible to aid hiring officials by assisting them in making such initial interviews more effective by pointing up certain topics which can be eliminated and adding others and encouraging school men to acquaint interviewees with more information about subjects which have explosive implications."¹²

It would be a good idea for the placement agency to have a form which could be filled out by the candidate giving items of information that he would like to have discussed during the interview. This interview form could be given to the employing administrator in the hope that he will supply the information which the candidate would like to receive.

Many applicants for teaching positions indicate that they would like to receive much more information than they do during the interview. Often they are hesitant about asking a school administrator for information for fear of appearing to be "nosy" and too particular—thus jeopardizing their chances of receiving the position.

College and university placement agencies should assume some responsibility in helping candidates prepare themselves for an interview. The following are suggestions which Siggelkow makes to candidates in order that they may come to the interview prepared:

1. Candidates can do much toward increasing their own understanding and background by investigating certain areas in advance of the interview. They should assume some personal responsibility for looking up information about the town, if time permits, to do more than just be aware of the approximate location and population of the community.
2. Interviewees need not hesitate to discuss their high school extra-curricular experiences as well as college activities. Hiring officials are interested in this information.
3. One question which occurs frequently concerning academic data

¹² *Ibid.*, p. 105.

is about practice teaching. Candidates should be ready to indicate the level and scope of this experience. School men from larger communities tend to place more emphasis on the theme of academic fitness and are likely to be more interested in practice teaching grades, specific grade point averages or grades, and the candidate's major subject.

4. Beginning teachers will likely be asked to discuss either the community in which they were raised or describe their reaction to life in the town of the size represented by the hiring official.

5. One way or another the salary question will be discussed. Candidates should be prepared to discuss this subject.

6. Home economics majors may almost invariably expect a discussion about room facilities during their conferences.

7. English majors should anticipate being called upon to discuss their ability and background in extra curricular activities. This area is explored more often with them than with any other group.

8. Representatives from large communities appear to be more concerned about the interviewee's personal and academic affairs than are school men from smaller towns. Superintendents, for example, express more interest in the beginning teacher's home background, the brothers and sisters in his family, the occupation of his parents, and other such subjects as his interest in educational activities outside the school and the type of school in which he prefers to teach.

9. Candidates will be given the opportunity to ask questions of their own about the teaching situation. They should have some idea as to the type of school and community in which they wish to work.¹³

The interview is one phase of the placement activity which has received only a minimum amount of study. In his research on the interviewing of secondary school teachers, Siggelkow makes the following suggestions for improving and expediting the interviewing situation:

1. Placement personnel can be of real service by devising a placement form which will make it easier for hiring officials to supply the information required to clearly describe the position, thus creating a better setting for the interview at the outset.

¹³ *Ibid.*, p. 102.

2. Placement officers can also help to lighten some of the administrator's problems relative to evaluating the candidate. During their own interviews with graduates and seniors, placement counselors can ascertain the extent of the prospective teacher's abilities in and his desire to teach fields of minor preparation. This is also an opportunity to find out the proficiency level of the candidate's extra curricular activities over and above what is listed on registration material.
3. Placement officials will also learn much of value by discussing with registrants many of the topics which presently characterize many of the interviews. Information about these subjects covered during the interviews can be made available to each registrant in the form of a summary prepared by the placement counselor. This would better prepare the candidate for his own role during subsequent interviews with employers.
4. Sets of school-community credentials can be made available to all interested candidates prior to the interview so that they have a better understanding of the situation and are able to discuss matters more intelligently during the conferences. A map indicating the location of each community, as well as other basic information such as population figures, could be provided.
5. Another area worth further investigation lies in the development of a series of key questions which provide a more accurate insight into the makeup of each individual candidate. The beginning teacher's reactions to certain questions may more accurately catalog him in so far as predicting success when placed in certain communities and certain situations.
6. Since interest in practice teaching experience is of such concern to hiring officials, placement personnel should make every effort to provide prospective employers with testimonials from critic teachers as well as other personal information about the interviewee's practice teaching record.
7. If placement services can provide more information to candidates and officials about the more obvious topics, the more superficial data may be eliminated.
8. Since certain areas are not investigated, it is advisable to add a

candidate's page to credentials. The registrant should be encouraged to reflect his teaching philosophy, his plans and ambitions, why he chose his major field of study, the type of school in which he wishes to teach, and preparation and qualifications which he believes will help him in the teaching profession. This is not a novel suggestion, since many bureaus presently provide the candidate's page in credentials. This page could also provide some insight into this rather loosely knit area concerning the individual's philosophy, thereby giving the interviewer some background with which to further investigate the candidate's personal reaction to such questions.¹⁴

The writer of the above research report indicates that the suggestions would apply to placement personnel. Some responsibility, as well, should be assumed by persons in the teacher education program since much of this information is closely related to classes in school and society, methods, philosophy, and school-community relations.

The emphasis in this chapter on effective teacher placement has been aimed toward providing the potential candidate with ample information with which he may make a decision as to whether he wishes to teach in a particular school and community. It is the belief of the authors that the decision to teach in a school and live in a community is a very important one to the teacher candidate. He needs all the help and all the advice that can be given to him by people in teacher education programs as well as by the college and university placement agencies. The agency personnel and persons responsible in teacher education programs have a joint obligation in seeing that the candidate for a teaching position goes into his position knowing, as far as possible, what is going to be expected of him. The opposite too often is true. On the other hand, the employing administrator is given considerable information about the potential candidates. Every arrangement is made to satisfy the administrator and very little attention is given to help-

¹⁴ *Ibid.*, p. 105.

ing the candidate select the kind of position which he wants and for which he is well qualified.

AID FOR THE EXPERIENCED TEACHER

Colleges and universities are not concerned only with placing the members of the current graduating class. They are concerned also with helping to secure positions for those experienced teachers who return to the campus for advanced work, and with assisting teachers in the field to change positions. Colleges and universities should be among the first to recognize the fact that a teacher who has had experience in a particular situation will not necessarily be able to adjust easily to any other teaching situation. Preceding statements, which were applied specifically to graduating seniors without teaching experience, could be applied equally well to teachers with experience. There is, perhaps, one major difference between the two groups, namely, that the experienced teacher should have more of an idea of what he wants to know about a teaching position before he signs a contract. It would be well, however, for the college or university to provide opportunities for a graduate student or a teacher with experience to discuss with counselors some of the elements of the former teaching position which he did not particularly enjoy and some of the problems that he experienced in teaching. A counselor could help him to assess his own abilities and to analyze the difficulties that he may have had in a previous position. The experienced teacher can be helped to determine which aspects of his experience will be helpful to him in another teaching position and which will be detrimental.

Another way in which the college or university can help the experienced teacher is that of gathering accurate information about the teacher's experience during the period of employment. Very little is done by way of contacting former employees, when a teacher comes back to the college or university for advanced work, other than to send the usual forms from the placement agency to get an estimate of the teacher's success and to place this record in

the placement agency's files. If this information were made available to competent counselors and to advisers early in the teacher's graduate program on campus, it would provide a basis for planning intelligently the course work. Information from schools in which the teacher was employed should be recorded in a manner and located in a place that will encourage its use both for counseling and for placement.

ADVICE ON ACCEPTANCE OR REJECTION OF CONTRACT

The signing or not signing of a contract is one of the very critical decisions that a teacher must make. With the signing of the contract, it usually is taken for granted that the teacher is entering into the contract without reservation and that he fully understands what will be expected of him. Many times teachers sign contracts without having all the proper information and without having obtained special counsel and needed advice. It should be the obligation of advisers or counselors in placement agencies or teacher education programs to help students arrive at sound judgments about the nature of a contract offered and the wisdom of signing it.

The adviser or counselor should discuss carefully with the candidate the items of information concerning the school, the community, the teaching position, and matters of personal interest in order to ascertain whether the candidate fully understands all of the ramifications of the new position. If he is not certain that he has accurate data or understands those at hand, the simplest thing to do is to urge him to contact the appropriate school official in order to get the information.

Ignorance is no excuse. It will be impossible, of course, for every candidate to receive a position which will be ideal from every standpoint. The counselor should impress upon the prospective teacher that when he accepts a position and signs a contract knowing that there are certain elements of the position of which he does not quite approve he is obligating himself nevertheless to live and

work with these elements. If the new teacher feels that he must effect a change, it must be done carefully and slowly. Every candidate should realize that ideally a contract infers a meeting of the minds between employer and employee. This seldom happens in the average situation when a teacher signs a contract. It is the office of the teacher education adviser and the employment counselors to impress upon new teachers that once they have signed a contract, even *without* being aware of all the specified duties and requirements at the time of the signing, they have become obligated to the provisions of that contract. No one should sign a contract until he has all the information and preparation that he needs in order to perform appropriately and effectively in the teaching position. Ignorance is no excuse for expressing a dissatisfaction with the position after the contract has been signed. If certain aspects of a position require that the candidate conform to things which are contrary to his beliefs it would be most wise for him not to accept the position. For example, if a community places a restriction on teachers' smoking anywhere in the community, and the candidate feels that in order to lead a happy life it is necessary for him to smoke in public, he would be much wiser not to take the position in that community. It is better to reject the position than to accept it and let this possible source of irritation develop beyond its proper significance into dissatisfaction with the school and community. If the candidate does not ask about smoking and the information is not volunteered by the employing administrator, then, of course, there is no opportunity for a meeting of the minds. The candidate should not claim great dissatisfaction with the community and refuse to conform to the requirement because of the fact that he was ignorant of its existence. It is the obligation of the candidate to be sure that he knows all the requirements of the position before he accepts it.

Colleges and universities have the responsibility of impressing upon the employing administrators who come to the campus for interviews that they should take into consideration the human

elements involved in employment. Employing officials must make certain that, when they employ teachers, each one understand fully the basic requirements that will be placed upon him in the position. It would be most helpful if the college placement bureau would provide the administrator with a check list whereby he could refresh his mind on the things teachers want to know. With the coöperation of the college and the employing administrator, there seems to be little reason why any teacher need sign a contract without having sufficient information about the teaching position and its requirements.

COUNSELING FOR THE CONTRACTED POSITION

A review of the research and writing in the field reveals that there has been very little reported on the matter of college and university counselors, advisers, or placement officials counseling with their students after they have signed contracts and know the particular school system and position to which they will be assigned. This is a fertile field that college and university personnel have overlooked in helping their students get a good start in the first-year teaching position. Lane¹⁵ reported a study carried on in the state of Wisconsin in the year 1949-50. The purpose of this study was to ascertain whether teacher education institutions could be of aid to new teachers by counseling them regarding their new positions as soon as they knew where they were to be located and the subjects which they were to teach.

In the spring of 1949 the placement officials in six teacher education institutions in Wisconsin obtained selected information from public school administrators who had employed their graduating seniors. The school administrators were asked to supply data about the community, the school, the teaching assignment, items of personal interest to the teacher, and any information concerning

¹⁵ Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951, p. 43.

the special problems that a new teacher might meet in the school and community.

The information was to be submitted on a printed form entitled "Introducing a Teacher to the School and Community."¹⁶ Many of the administrators not only supplied the information requested in the booklet but also submitted copies of programs, courses of study, names of textbooks, and class materials and listed special problems that a new teacher might encounter in the position. The teacher education institution officials arranged conferences with selected 1949 graduating seniors at which time this information was placed in their hands. The college and university officials met with their seniors as individuals and in groups several times in order to help them interpret the problems and responsibilities of the new positions. A placement official or a designated member of the teacher education staff went over the informational material with the new teacher and helped interpret the information he had received. If more information was needed on a particular problem, the candidate was urged to seek it from the school administrator. Seniors were asked to write their school administrators on questions which they felt they could not answer by themselves or with the help of their counselor. Many school administrators in the study coöperated fully with the new teachers and with the college teacher education officials.

In the fall of 1949 the placement officials in the coöperating institutions selected a group of beginning teacher graduates who had not participated in the counseling experiment. In so far as possible, they were selected from the same employing school system in which there were counseled teachers. During the school year of 1949-50, counseled teachers and teachers who were not counseled were visited and interviewed while they were on the job. The purposes of the interviews were (1) to ascertain whether counseled teachers understood as much or more about the school and com-

¹⁶ Glen G. Eye, *Introducing a Teacher to the School and Community*, Randolph, Wisconsin, Educators Progress Service, 1946.

munity than non-counseled teachers, (2) to ascertain whether counseled teachers expressed more satisfaction with their positions than non-counseled teachers, and (3) to ascertain whether counseled teachers were better or poorer teachers than non-counseled teachers, as determined by administrators' ratings.

In regard to adequate knowledge about the school and community, the following may be summarized:

Teachers who were counseled by the teacher education institution officials tended to indicate that they knew more about the school and community and had received more information about the school and community than did the teachers who were not counseled. The counseled teachers also tended to indicate that they had received adequate information on more items than did the teachers who were not counseled.¹⁷

During the interviews all teachers were asked to rate the school and community as a place to work and as a place to live. Lane reported that:

It seems safe to assume that counseled teachers tended to express more satisfaction with the school and community than did the teachers who were not counseled by the college and university.¹⁸

An attempt was made to discover whether the teachers who had been counseled were more successful in their respective teaching positions than were those who had not been counseled. The only means of arriving at this information was to ask the administrators to rate the teachers on a rating scale. Lane¹⁹ reported that, while there was a slight difference in the mean ratings of the teachers by the administrators, the difference was not large enough to be statistically significant. The difference which did exist was favorable to the counseled teachers.

During the interviews with the first-year teachers, direct state

¹⁷ Lane, *op. cit.*

¹⁸ *Ibid.*, p. 251.

¹⁹ *Ibid.*, p. 252.

ments from teachers on different aspects of their experiences in induction were recorded. Teachers who had been in the counseling program at the colleges and universities were asked what their personal reactions were to the program. The following are some representative direct quotes from teachers as recorded in the research report:²⁰

Teacher comment:

I can truly say that I came here feeling quite confident what was going to be expected of me. Dr. X and Miss Y at the college raised questions with me about my position that I had never thought of. I wrote Mr. C, the superintendent, several times about my work.

Teacher comment:

My room-mate did not receive any help from the college after she signed her contract. I felt I was fortunate because I knew so much more about my job than did my room-mate.

Teacher comment:

Of course, I know more about the school now than I did when I came here, but I don't know what I would have done without the help I received in the college.

Teacher comment:

I don't think that I felt as lost as several other beginning teachers did during the first part of the school year. I felt I knew what to do.

Teacher comment:

This is my home town, so I knew the community but I did find out such things as the courses of study, the books, and the school policies from the information which was given to me. I still believe it was valuable.

Generally, beginning teachers who participated in the on-campus counseling experiment expressed the feeling that the ex-

²⁰ *Ibid.*, pp. 253-254.

perience was valuable. They thought that they came to the new positions with more confidence than they would have had if they had not been counseled.

School administrators in the systems were interviewed about what they thought of the on-campus counseling of the teachers whom they had employed. The following are representative statements made by school administrators: ²¹

Administrator comment:

I think that this is one of the best ideas that has come to my attention in recent years. I know we don't do a good enough job for these young people. I think the colleges and universities should come out here and visit them as well as counsel with them.

Administrator comment:

I was very happy to go along with this idea. We need closer co-operation between the schools and colleges when we hire their graduates.

Administrator comment:

I would like to order several of the information booklets [the booklets that the college sent out to the administrator] so I can use them in the future. I will be glad to furnish any college with all the material it wants if it will be used with the people that I hire.

Administrator comment:

This young lady wrote to me three or four times asking for information. I sent her everything that I could. She certainly showed more interest in the job after I hired her than many other teachers that I have hired. I think it is quite an idea.

The belief among most administrators seemed to be that the on-campus counseling program was a good idea. Some, however, felt that they could give the teacher the needed help after the teacher was in the position.

²¹ *Ibid.*, p. 254.

Lane concluded that the colleges and universities did help in the process of inducting beginning teachers into their new positions by counseling with them about their specific jobs and teaching responsibilities after they had signed contracts.

A MEANS OF BRIDGING THE GAP

The task of bridging the gap between so-called theory and practice perhaps would not be nearly so great if teacher education institution personnel could counsel with their students after they had signed contracts and knew the specific situations in which they are going to teach. The new teacher needs help in interpreting the principles, the theories, and the methods which he has studied in light of a specific community, a specific school, and a specific assignment. Theories, principles, and methods tend to take on new meanings after a contract has been signed. This kind of help by the teacher education institutions is difficult to provide without the closest liaison between colleges, universities, and public schools. The process of induction is one of bridging the gap. With co-operative administrators and co-operative college faculties, a new teacher can receive some fine help through on-campus counseling toward linking college and university classrooms and the classroom in which he will teach.

FOLLOW-UP OF BEGINNING TEACHERS FOR SELF-EVALUATION OF PROGRAM IN LIGHT OF INDUCTION PROBLEMS

Literally thousands of young people are graduated from teacher training institutions in the United States each year. Most of these persons are qualified, perhaps with a minimum amount of knowledge, to become successful teachers. Yet college and university professors, school administrators, and public school teachers are aware that many hundreds of these young people fail in their teaching or become discouraged and leave the profession. It may be that the problems are so new and so overwhelming to them that they believe the stipend received scarcely commensurate with the diffi-

culties faced. No doubt, through sound programs of induction in which teacher education officials and administrative officials in the public schools coöperate, many of these failing and discouraged young people could be salvaged.

Herbert W. Wey summarizes the matter in this manner:

Each year teacher training institutions turn out thousands of young people to help fill the gaps in the teaching profession. During these young people's first year of teaching, many of them fail and still more become discouraged and leave the teaching profession to go into other lines of work. There are many reasons for this exodus of young people in the teaching profession. It would seem that one of the main reasons is that their four years of college training is of such a nature that it does not give them practical experience or knowledge of the problems they will confront as beginning teachers. Thus, the evaluation of the methods of inducting beginning teachers into the profession and of the supervision of both student-teachers and beginning teachers is of great importance today. One basis for the evaluation and improvement of these programs is a knowledge of the difficulties experienced by young teachers in their pre-service and in-service training. In so far as educators are able to analyze and anticipate these difficulties they may assist in affecting more rapid and adequate adjustment on the part of these young people.²²

With the coöperation of the Appalachian State Teachers College in Boone, North Carolina, Wey made a study of the problems experienced by student teachers and beginning teachers.²³ He reported that a wide variety of difficulties was encountered by the student teachers at Appalachian State Teachers College. A majority of these difficulties were limited in scope to a few specific types. Approximately three out of four of all difficulties encountered by beginning teachers are associated with instructional activities, and approximately one out of four is associated with

²² Herbert W. Wey, "A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education," *Educational Administration and Supervision*, February, 1951.

²³ *Ibid.*, p. 98.

deficiencies in the personal characteristics of the beginning teachers.²⁴

Wey reports further that student teachers and their supervising teachers are not in agreement with respect to the nature, scope, and frequency of difficulties. Beginning teachers and their supervisors are not in agreement with respect to the nature, scope, frequency, and persistency of difficulties encountered during the first year of teaching.²⁵ This would suggest that perhaps on-campus supervisors of student teachers and public school supervisors need to get together and compare notes, both with their respective teachers and with one another. Perhaps public school supervisors need to visit university and college laboratory schools, and college and university supervisors need to follow their former students in the field.

It is agreed generally among on-campus personnel responsible for the training of teachers and among public school personnel responsible for the administration and supervision of teachers that follow-up on the part of teacher education institutions is an important aspect of self-evaluation of the entire teaching program. More specifically, it seems that a very pertinent phase of teacher follow-up needs to be aimed at the area of induction problems faced by first-year teachers. These problems should be analyzed in order to ascertain what might be done on campus in education classes and in student teaching to prepare future teachers to meet them successfully. With this information, public school personnel could work more effectively with teacher education institutions in helping young teachers make the transition from the status of student to that of professional worker.

The induction implications of the teacher education program are great. The responsibilities begin when the student enters the program with a meeting with his counselors. The kind of program which is designed by and for him will have an important bearing on his success or failure in a position of employment. Placement is

²⁴ *Ibid.*, p. 105.

²⁵ *Ibid.*

an important factor in the total process of induction. The training, placement, and induction of a teacher is a continuous process. It does not stop when the teacher leaves the college or university. It must be continued in a smooth and consistent manner until the new teacher is able to take over his duties as a fully competent member of the staff. Until this is accomplished, the teacher education institutions need to work hand in hand with the public school personnel toward the realization of a mutually accepted goal.

WHAT DO YOU KNOW AND WHAT DO YOU THINK ABOUT THESE QUESTIONS?

If you are a college or university staff member—

Do you know how many students graduated from your school, college, or department last year and how many of them are teaching this year? How long has it been since you visited one of your graduates in his first teaching position? Have you visited with any of your former students who now are teaching and have you heard them relate their first experiences in teaching? Do you ever discuss the problems of getting a position and getting started in teaching with a member of your placement office? Do you think that you have any responsibility for the students after they leave your class? Would you and do you accept suggestions from the administrators who employ the graduates of your institution? Do you verify and/or revise the statements that you file in the credentials of the students listed in the placement bureau after they have had some teaching experience and following your making of the original statement? Have you discussed in staff meeting the possible range of topics or experiences (related to getting a position and beginning teaching) that are or should be included in the curriculum for teacher preparation? Who in your institution is responsible for teaching and advising the graduating seniors regarding these matters? Is he or she meeting the requirements of the assignment satisfactorily?

If you are an administrator—

Have you been called upon to coöperate with the college or uni-

versity in planning improvements in placement techniques and induction of new teachers? Would you coöperate or do you think it is the responsibility of one of the other agencies involved? Do institutional placement services seem adequate for your purposes? What suggestions could you make for the improvement of placement practices? How much information do you give when you send out a notice of vacancy? Do you think your notice gives the prospective candidate a realistic notion of the position that you have in mind and an idea of the things that you expect of your teachers? Would you be willing to have a placement bureau develop a file that would give the "low-down" on you, your school, your community, your school policies, and other information that would give the candidate some ideas about the probable teaching situation before entering into an interview with you? Have you ever recorded one of your interviews with an applicant and played it back later so that you might study your own skills in this aspect of employment?

If you are a new teacher—

Did you receive much help from your college in getting your present position? Was it the kind of help that you wanted? As you look back now, would you have the school's help be different? If yes, in what way? Did you feel that the placement bureau treated both the candidate and the employer fairly? Did you feel and do you feel now that the cards were "stacked," intentionally or unintentionally, with respect to your seeking and contracting for a position?

CHAPTER 6

The Induction Responsibilities of the Superintendent

The superintendent of schools accomplishes one of his primary functions when he fills all positions under his supervision with well-qualified and potentially effective personnel. His success as an administrator often is judged by his skill in selecting a strong teaching staff and by his proved ability to stimulate teachers to perform at maximum capacity. The stimulation of teachers to perform at a high level of effectiveness may depend to a surprising degree upon the quality of the administrator's skill in wise selection. The interrelatedness of these two administrative functions—selection and stimulation of staff—must be recognized if the administrative services are to attain a satisfactory level of performance.

THE ANNOUNCEMENT OF VACANCIES

Previous chapters have included descriptive statements of the induction responsibilities to be met in most school systems. These responsibilities are numerous and varied. It is well to look upon the declaration of a vacancy as the very first act in the induction of a new teacher. It constitutes the first step in the weeding out of applicants. If a misfit candidate unfortunately succeeds in surviving the selection process and is employed, he probably will defeat

the fondest hopes for the best induction program yet to be devised. The declaration of a vacancy cannot be the whole, or even a major part, of the induction process, but it is the first and a very important step in initiating the process.

A WISE PRECAUTION

The superintendent of schools may take several precautions which might condition the process of induction for new teachers. The manner in which the vacancy is announced is one of the points at which some precaution can be established. Many school vacancies are announced by a general notice giving only the subject, grade, or school division. A placement bureau, for instance, may be notified that an English, a social studies, a third grade, or an upper grade position is open. Rarely is information included about the specific grade level to be taught, the extracurricular activities to be assigned, the special abilities needed, or the characteristics sought in the candidates. The placement agency and the potential candidates, then, have only the barest information upon which to base a judgment in responding to the superintendent's announcement of a vacancy.

Vacancies in school positions may be compared to vacancies in any other field of work in that an officer of the organization invites possible candidates to declare an interest in the positions. Business, industry, and civil service have made substantial progress in drafting and using job descriptions and personnel specifications. These provide an employment agency and a potential candidate with specific facts upon which intelligent judgment may be made in determining whether a potential becomes an actual candidate for a position. Such specificity constitutes a wise first step in the matching of candidates or new employees with jobs and positions. Each employer wants to provide competent personnel for his service or enterprise. Competence in position will result when the selection of properly qualified employees is followed by working

conditions that help the employee to meet the demands of the position to his own and his employer's satisfaction.

RECRUITMENT AS A STEP IN INDUCTION

The concept of *recruitment of personnel* serving as a part of the induction procedure may be sensed in the following quotation from a publication of the Civil Service Assembly:

Recent years have witnessed a growing movement away from the traditional negativistic approach to recruitment problems and toward the acceptance of a more positive concept. As yet, however, this movement has affected only a portion of American public service jurisdictions. In many respects, the picture is still discouraging.

More specifically, the principal failures noted are the following: (1) a widespread failure to view recruitment problems creatively and imaginatively; (2) a tendency, as a result of this, for recruitment procedures to be stereotyped and to correspond to legal minima; (3) a striking absence of comprehensive information upon which to base a sound selection program; and (4) an utter lack of planning and basic research in respect to recruitment.

Until this situation has changed profoundly we can scarcely claim to be contributing our best to the public quest for competence. The change will come only when administrators come to view the recruitment process as a positive and creative undertaking.¹

The acceptance of the announcement of vacancies as an integral part of selection and induction will lead to an increased concern with the techniques involved in the making of such announcements and to increased effort on the part of school administrators to give specific position descriptions. The announcement of vacancies with position description data included will carry information that will enlist effective help in the screening of applicants. This help will come from the placement agency and from the potential

¹ Donald Kingsley, "Recruitment—The Quest for Competence," *Readings in Public Personnel Administration*, Chicago, Civil Service Assembly of the United States and Canada, 1942, pp. 69-70.

candidates who may or may not become active candidates for the position.

MECHANICS LESS IMPORTANT THAN PERSONALITY

The usual practice of announcing vacancies has led the employing school official to a "mail-order-catalogue" approach to the identification of possible candidates for open positions in the school. Anyone with a teacher's certificate might assume a legitimate interest in any position for which his certificate would entitle him to accept employment. The extreme but logical outcome of this approach has been the use of mechanical card selection devices in teacher placement offices for the identification of possible candidates for a particular position. This constitutes a serious oversimplification of placement agency procedures and responsibilities. The agencies, however, have had little basis for humanizing the procedure because they have lacked the fundamental data which could be secured only from the employing officers. If the superintendent of schools contacts a placement agency with a careful description of the position to be filled and with an equally specific list of specifications required of candidates, the agency's responsibility for the screening of candidates will be inescapable and its procedures will be increasingly accurate.

Improved practices in vacancy announcements will tend to eliminate the biases or prejudices that too often have influenced the judgment of all persons concerned in the employment process. There can be eliminated the possibility of the employing officer's recommending or authorizing a contract for a candidate when he has a feeling of uncertainty about the wisdom of his own act. There can be prevented also an equally disastrous possibility for induction in which the candidate enters into the contract with serious mental and emotional reservations about the employing administrator and the school system. Improvements in vacancy announcements may eliminate the "political wariness" on the part of either or both parties to the contract that undermines the services

change of information, ideas, and impressions. Ordinarily it is said that the applicant is being interviewed; but the interchange which takes place in the course of this purposeful conversation is not all in one direction. The high-school principal engaging a teacher of English, the civil engineer hiring a rodman, or the mistress, a cook, is both interviewing and being interviewed. The employer is selling himself and his organization, as well as sizing up the applicant for work. The outcome should be a clearer realization on both sides that the applicant does or does not fit into the picture so far as opportunities in that organization are concerned. If the interview is well conducted, it serves both persons, whatever the final decision may be.

The application interview has as its main purpose, then, to help you, the applicant, in answering these questions: Am I the kind of person whose services are needed here? Am I able to do well what is expected? Should I fit in? Shall I be liked? Shall I find the work congenial, the opportunities appropriate to my abilities and training, the remuneration satisfactory, the prospects favorable? Am I fully aware of the disadvantages and difficulties of the post? Is it probable that if I am engaged, both I and my employer will find the association advantageous and satisfying?³

INFORMATION SHOULD PRECEDE CONTRACT

As the superintendent accepts the above concept of the interview, he must direct or permit the interview to follow that course which will serve both his purpose and the purpose of the candidate. Lane, in his study of the induction of beginning teachers,⁴ found many beginning teachers who recognized the initial interview as an appropriate and a possible source of needed and desired information. The superintendents who employed these teachers also recognized the interview as a source of such information for beginning teachers and claimed to have supplied much of it in the initial interview. There exists, however, a disparity between the

³ Walter Van Dyke Bingham and Bruce Victor Moore, *How to Interview*, New York, Harper & Brothers, 1941, p. 80.

⁴ Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951.

amount of information that the candidates claimed they had received and the amount that employing administrators believed they had given. The items of information acknowledged by beginning teachers as having been given in an interview proved to be only 56 percent adequate. Superintendents, then, must develop more effective interview techniques if this process of communication is to yield greater satisfaction to the candidates selected for employment.

INFLUENCE OF THE INTERVIEW ON ATTITUDE

Apart from the advantage of an exchange of information by the candidate and the superintendent, there is the less objective element of attitude. The employing administrator in the process of the interview discovers the candidate's attitudes toward teaching, children, community activity, and personal and professional living, which are important to the school and community. The interview also should provide the candidate with an opportunity to understand the attitudes of the employing administrator, the members of the teaching staff who will continue in the school, and the lay people of the school community. It would be of mutual advantage to employer and employee to discover in this initial interview whether their attitudes, outlook on life, and personal and professional characteristics would stand a reasonable chance of harmonious existence if they were to work in the same school system as administrator and teacher. The interview, then, not only serves as an instrument of judgment in the process of the employment but also establishes a basic relationship which is, in part, induction itself as well as a foundation for later induction experiences.

Past patterns of school employment have placed the major control of procedures in the hands of the superintendent as the executive officer of the board of education. It was the superintendent who determined when adequate information about the candidate was at hand, terminated interviews, and made the decision regard-

ing the offering of a contract. The candidate rarely had and still lacks the opportunity to participate in the employment procedure with some control over the process. Entering into contractual relationships, however, involves two parties. Each should have equal rights to the satisfaction of full information and appraisal prior to entering into a contract. Legally, the contract is binding upon both parties equally. The school hopes to buy effective services and the employee hopes to find agreeable and stimulating working conditions. It seems unfair for employees to enter into contracts as blindly as, so often, they have been required to do.

If misrepresentations are made in the employment process by either participating party, groundwork is laid for later difficulties and ineffective service. There is no excuse for intentional misrepresentations. Lack of information may be equally disastrous but it seldom is the result of malicious intent. The first may be corrected only by personal integrity and the latter may be corrected by improved procedures.

INFORMATION WANTED BY BEGINNING TEACHERS

Previous reference was made to Lane's study of beginning teachers. The 101 teachers in his study indicate that they want information before signing a contract. More than 90 percent of these teachers selected twenty-one items of information that they considered important before accepting or rejecting a position. The items are listed in Chapter 4. Lane further reports:

The majority of the beginning teachers interviewed indicated that this information was absolutely essential for them to know before they were willing to sign a contract. The interesting thing, however, is that thirty teachers indicated that they had entered into a contract in the spring of the year without knowing exactly what grades or subjects they were to teach. They had, however, certain misgivings about entering into a contract under these circumstances. Several of these teachers did not receive the information until they reported for duty. Other teachers felt insecure about this lack of information especially

after talking to their fellow classmates who knew exactly what subjects or grade levels they were going to teach.

Another interesting fact is that 25 teachers indicated that, although they had been told at the time of signing their contracts what their assignments would be, these assignments were changed before they reported for duty. Nineteen of the 25 teachers were not informed of the change in assignments until they reported for duty. The 19 teachers who had not been informed of the change in their assignments had a feeling of insecurity when they met their classes. Several of these teachers had made some preparation for their classes during the summer only to find that their preparations were not of any value after they reported for duty.⁵

THE CONTENTS OF A CONTRACT

Justice requires that the administrator explain the detailed provisions of the contract which the teacher is asked to sign. Such explanation often is not offered. In fact, the teacher signing the contract seldom is given the opportunity to read the contract form without feeling that doing so constitutes an offense to the employing officer. If the teacher candidate is to feel free to study the contract, the superintendent must create the needed atmosphere of freedom. The basis for future mutual confidence and coöperative action may find its beginning in the process and experience of entering into a contract. This process must be viewed by the administrator and the candidate as no "item of routine" terminating the teacher selection function of the school administrator but rather as a mutual declaration of intent to join in the professional responsibilities of a school community.

ADMINISTRATORS AS TEACHERS OF TEACHERS

The superintendent is the key person responsible for stimulating and coöordinating all efforts that constitute an induction program for new teachers. One of the major services to be performed in the

⁵ *Ibid.*, pp. 126-127.

induction program is that of supplying appropriate information. Information is neither appropriate nor adequate until it is understood by those to whom it is directed.

GOOD TEACHING AND GOOD LEARNING

New teachers have much to learn in their new school and community situations. This learning follows the same basic principles that characterize pupil learning in the schoolroom. The teacher no longer depends merely on a verbal presentation to pupils; neither does the good teacher assume that pupils always learn with one exposure to information. The teacher makes a determined effort to appraise the status of pupil skill and concept before initiating the teaching and learning experience. Information is presented to the pupils in a variety of ways in order that understanding may result.

The same approach to the learning done by new teachers should be used but it seldom is. Consequently, the superintendent evaluates teacher performance with pupils on the basis of criteria which he fails to use in meeting his own responsibilities in teaching the teachers. It is insufficient and inaccurate to assume that all information desired and needed by new teachers is to be supplied, received, and understood through one medium of communication and one exposure. The superintendent assumes that he has given the new teacher adequate information at the time of employment through the interview and through a general bulletin of listed information. Past practice indicates that he too rarely has evaluated his own teaching of new teachers as he later will expect the new teachers to evaluate their pupils. The superintendent should not assume that he has communicated information to new teachers. The assumption encourages the neglect of his responsibility to check the adequacy of his facility in communication and the necessity of any reteaching.

A MAJOR SOURCE OF INFORMATION

Lane found in his study of beginning teachers that there were fifty-three items of desired information. Some were designated

more essential or important than others, and there was variability in the time that the information was needed most. The first good opportunity to get the desired information was during the initial interview with the superintendent.

The superintendent, then, becomes a major source of information for new teachers. His responsibility is not met by a single intensive fact-dispensing session with the new teachers. He cannot depend upon his own guess as to what specific information should be given. Neither can he be the sole judge as to when it should be given or how often or in what form it should be repeated. The expression of former new teachers can serve as an excellent guide to the superintendent although each current crop of new teachers should be given a chance to modify the guide. The superintendent at this point might profit by checking again the list of items of information which were thought to be important by over 90 percent of the beginning teachers in Lane's study. The list is presented in Chapter 4.

Few teachers in the study indicated that they had received adequate information on all of the items they desired. There is a wide discrepancy between the items reported by the superintendent as having been given and those which the beginning teachers stated they had received. The process of communication and learning or understanding had not been completed. It is the superintendent's responsibility to supply information at such time and in such manner that it will serve the new teacher in achieving his adaptation to the new school and community.

The superintendent must use verbal presentation, written explanation, visual aids, demonstration, and many other media of communication in order to fulfill his responsibilities as a teacher of new teachers. He must follow up individual and group presentation by formal and informal interviews with the new teachers in order to supplement all earlier efforts to provide accurate information. He must remain alert to the good and poor performance of

the teachers, thus getting the cues to the identity of faulty communication of needed and desired data.

LEADERSHIP RESPONSIBILITIES OF THE SUPERINTENDENT

The induction of new teachers must not be considered the responsibility solely of the superintendent of schools. Coöperative action usually surpasses individual performance, particularly when the task at hand is one involving numerous people and situations. It is axiomatic, however, that the spread of responsibility among a group of people demands effective leadership if coördination of effort is to result.

A VARIETY OF FUNCTIONS FOR THE SUPERINTENDENT

Many of the superintendent's functions in the induction of new teachers involve direct action and personal contact with the new employees. One category of functions, however, is that of stimulating other persons and other groups to assume logical and appropriate roles in the induction program. The superintendent must use discrimination in selecting those aspects of the induction program that can be delegated. His task, following the delegation of function, will be that of stimulation, direction, and appraisal of progress.

Common practice in the past indicates that it is particularly easy for the superintendent to conclude that the responsibility for the induction of new teachers is completed with his own overt contributory acts. Having met the requirements of induction activities for which he is personally responsible, the superintendent must not assume that it is beyond the range of his obligation to serve as a leader of staff members and, consequently, to be the one to initiate staff action. He is equally responsible for stimulating the community to identify its obligations in the induction of new teachers and to fulfill its appropriate function.

STIMULATING COMMUNITY ACTION

The first contact of the superintendent with the community in stimulating the community to meet its obligations to new teachers is his official activity as an executive officer of the board of education. Declaring a vacancy, selecting the most appropriate candidate, and entering into the contractual relations with the candidate constitute functions which result in the continuing awareness of the members of the board of education. School board members usually receive information regarding the suitability of the candidate at the time the superintendent makes his recommendations. Following the official action by the board of education in issuing a contract to a new teacher, the superintendent usually enters a brief news item in the local newspapers. It is at this point that the members of a community need to take up the specific activities which constitute aids to the induction of the new teacher.

The superintendent must be responsible for presenting an interpretation to the community of each type of specific teaching position in the total school organization. He must assist the members of his community in reaching an understanding of the general and specific functions and services of teachers, and particularly of the teacher recently employed. If the members of the community are to possess an adequate and appropriate background for assisting in the induction of new teachers, the superintendent must help them to such achievement as one of his professional obligations.

It is the superintendent who must take the lead in encouraging civic officials, religious leaders, parent organizations, and other established groups to demonstrate their pleasure in anticipating the opportunity to welcome the new teacher to the community. He must give initiative to the organized activities on the part of both school personnel and community personnel in receiving the new teacher at the opening of the school term. The one-night-stand approach to the welcoming of newcomers is wholly inadequate to the needs of an induction program. If community activity in receiving a new teacher tends to burn brightly and fade out quickly, the

superintendent must stimulate its continuity throughout the period of induction.

ADVISING THE NEW TEACHER

The community efforts at induction activities must be rewarded by a favorable response from the new teacher. The superintendent must counsel with new teachers to make certain that the community overtures are cordially received and the friendliness is reciprocated. Through frequent conferences with the new teacher he may enumerate the various community organizations and activities in order to determine the new teacher's interest in them. Upon identifying a specific interest he should initiate a personal contact between the new teacher and the leader of the particular community activity. Finally, he should continuously or periodically check with the teacher regarding his progress in establishing proper community relations and in achieving a feeling of substantial membership in the community.

DIRECTING STAFF INDUCTION ACTIVITIES

The activities of the superintendent in encouraging the community to welcome the new teacher become defined even more sharply as he stimulates the school staff to meet its responsibilities to the new teacher. The attitude of the staff, of primary importance to its induction activities, may be influenced and possibly determined by the attitude of the superintendent and by his ability to explain the benefits to be derived from the induction program. The superintendent must convince the staff that the ideas and influences of new teachers in the system may provide stimulation as well as direction to an improvement program. A staff convinced that the new teacher may be a boon rather than a burden will extend more hearty greetings and genuine assistance to the incoming staff members.

The superintendent may lay the foundation for desirable staff attitude by permitting the staff to share in the selection of new

teachers. It is sound administrative practice to consult staff members in the field or related areas when a vacancy occurs. Teachers who are granted the privilege of indicating the kind of person they desire as a colleague are more likely to befriend and assist that new colleague when the school year opens. To the extent that the superintendent can make his staff members feel the satisfaction of participation in the selection process, he establishes a basis for co-operative acceptance of responsibilities and performance in the induction process. The superintendent should review and remind the staff of the peculiar problems of a new teacher. The quality of this explanation may condition the degree of antagonism, disregard, or welcome that the new teachers receive from the established staff members. Understanding of the peculiar situation of newcomers should result in willing assistance by individuals as well as by organized groups.

The superintendent must be responsible for the continuing nature of the induction activities and avoid the easy assumption of the satisfactoriness of the one-exposure approach. In those staff activities in induction which require the specific assignment of duties, he must function in his administrative capacity. The important thing is that staff action shall not be haphazard but shall be the result of co-operative planning for a well-rounded program of induction.

The superintendent is responsible for the appraisal of staff activity in the induction program. This appraisal may be achieved as a result of co-operative action in which the new teacher will be a significant contributor. It is perhaps at this point that the superintendent, the old staff members, and the new teachers may decide jointly—and so declare—that the induction program for the individual new teacher is at an end and that they all may move forward under the plans of the established in-service program.

PUPILS' PART IN THE INDUCTION PROGRAM

School really begins for the new teacher when the first classes are met. This constitutes a critical time for the beginner. Anticipa-

tion and fear develop tensions which may be very evident to the pupils and may cause the teacher to do some things in a manner that would not be characteristic of calmer moments. The first impressions gained by the pupils may condition the nature and degree of the teacher's success or failure. Most assuredly this is a tryout period for the new teacher. The pupils may be curious to determine how far they can go, and their methods of finding out may be intensive, aggressive, and unfair. Most pupils are inclined to follow this tradition of trying out the new teacher.

In addition to being on trial the teacher is burdened with a mass of routine with which he has little familiarity. Taking the roll, assigning seats, checking out books and supplies, learning the names of pupils, completing registration records, making money collections, making initial study assignments, and reporting to the office on the appropriate forms constitute some of the pressures bearing down upon him at the time of first acquaintance with the pupils.

NEGATIVE ADMINISTRATIVE POLICY

Many superintendents and principals follow a stated policy of staying away from the new teacher's classroom during the first weeks of school. The "theory" is that the teacher should have a chance to work out his own salvation before being subjected to a supervisory visit. Such theory or policy should be challenged as a satisfaction of any sort of acceptable administrative standard. Rather than good theory, it probably is a practice based upon faulty administrative philosophy or a form of egotism on the part of the administrator. It is faulty philosophy in that it ignores the basic problems and needs of new teachers. It is egotism to the extent that the administrator assumes that he possesses the skills of supervision that, later, will remedy the problems created by the new teacher during the period of imposed nonattention.

POSITIVE STUDENT POLICY

Few superintendents attempt to indoctrinate the pupils with the fact that they, too, have a responsibility to the new teacher. Just as it is the superintendent's duty to stimulate the staff and community to welcome the new teacher, so it is his responsibility to stimulate the pupils to participate in numerous appropriate induction activities. He may call upon representative students to write letters of welcome to the newly elected teacher. He may arrange for student guides to meet the new teacher on arrival, help in locating the place of residence, and conduct a tour to points of interest in the community. The pupils may also be encouraged to organize formal and informal receptions for new staff members. The superintendent should plan with the students regarding the commonly practiced introduction before the first assembly, in which cases, too often, hilarious and unruly groups of students embarrass the new teacher by comments, whistles, and exaggerated applause. The introduction before student assemblies often constitutes a real "trial by fire." Any philosophy on the part of the administrator which claims that such assembly experience should be a test of competence on the part of the new teacher may be challenged with good reason.

A personal and friendly touch might be given to the teacher's introduction to each class if the superintendent, the principal, another teacher, or a pupil would take the few minutes required to appear at the beginning of each class period telling a few facts of interest about the new teacher, inviting the pupils to help the teacher learn about their school, and wishing both teacher and pupils a pleasant year together. The time spent on such simple introductions may be very fruitful even though it must be taken when all staff members are besieged by the routine pressures of the opening of school. Student councils or social clubs might organize activities that would give all pupils a feeling of greater responsibility in the induction of new teachers.

Induction should be looked upon as a special phase of the in-service program. Most schools have some typical activities which characterize the in-service program. Among these is the pre-school workshop or opening teachers' meeting. For experienced teachers this constitutes a quick review of routine which is necessary for the achievement of uniformity of procedures. The new teachers, however, will need more specific and extensive assistance than do the others. To give sufficient time in the general opening meeting to accomplish the purpose for new teachers probably would result in boredom for other teachers with a resulting antagonism toward the newcomers. Any attempt to strike an average in emphasis for both groups probably would fail to satisfy either. It would be better to meet the new teachers as a group so that more extensive directions and explanations might be given.

INTEGRATING THE IN-SERVICE AND INDUCTION PROGRAMS

The fact, however, that special attention is given to induction activities should not lead the administrator to exempt the new teacher from participation in other phases of the in-service program. The first few months or the first year in the school is a good time to apprentice the new teacher to experienced teachers in the more complicated services assigned to the teaching staff. If the older teachers will accept the new teachers on this basis, they not only will have excellent assistance but also will be contributing to the new teacher's adaptation to the local program in a very effective manner. The practice of apprenticeship in specific activities, however, should not result in withholding some leadership activities from the new teachers. Some deference to the new teacher in the attack upon school problems may result in fresh suggestions for improvement as well as a strengthened morale and confidence on the part of the new teacher as a member of the staff.

The superintendent is the school official responsible for the

supervisory services available to the teachers. The actual supervision may be delegated to a building principal, a department head, or a central office staff member, but, in any case, the superintendent is answerable for the nature and quality of the program. The supervisory activities usually include assistance to the teacher in understanding pupils, courses of study, planning of instructional methods, and appraisal.

Too often the new teacher receives supervisory assistance in the form of appraisal only and that may come several weeks after the opening of school. It would seem a wise precaution on the part of the superintendent to give generous assistance to the new teacher in becoming acquainted with the pupils enrolled in his classes and the particular learning problems that may be encountered, as well as with the various courses of study previously offered and the anticipated changes.

Counseling and guidance to the teacher should be the dominant characteristic of the supervisory program during the first weeks of the school year. This approach well may establish friendly and co-operative working relationships between superintendent and new teacher which later will form a profitable basis for appraisal of the teacher as a director of pupil learning activities. Instead of staying away from the teacher's classroom on the assumption that supervision would be an added burden to the new teacher, the superintendent or someone delegated by him should visit the classroom a number of times during the first week of school. A word of encouragement, a helpful suggestion, and an immediate answer to perplexing questions may affect directly the new teacher's success or failure.

EVALUATING THE INDUCTION PROGRAM

The spring of the year is a good time for the superintendent to check on his own work as a planner and director of induction activities. At that time he must make his judgment as to whether the

new teacher is to be re-employed for the following school year. If the teacher has been successful and receives a renewal of contract, the superintendent might appraise the whole situation to determine those factors which appear to have contributed to the teacher's success. In this manner he will discover his own strengths, as well as the strengths of the teacher, which will lead him to better performance in succeeding years of school administration. On the other hand, if the new teacher has failed and is not to have a renewal of contract, it is important that the superintendent determine to the best of his ability the factors bearing on the teacher's failure. As he achieves a fair degree of objectivity in this appraisal, he will find suggestions upon which he may act in meeting later administrative responsibilities in the selection, induction, and supervision of staff members.

One of the very fruitful sources of information on induction practices as experienced in his school will be the teachers who are just completing the first year of experience under his administrative direction. Their suggestions should be valid because of the recency of the experience and objective because they have been notified by that time of their renewal of contract or failure of renewal. The suggestions from these teachers well may form the basis for an improvement of the induction practices which new teachers will experience in the years ahead.

The studies dealing specifically with induction practices have drawn heavily upon the facts and opinions reported by teachers who have recently entered the profession or have moved to a new school system. The fact that educational researchers have found them a good source of data on induction practices should reassure the superintendent of the value of receiving such information from the new teachers in his school and encourage him to include this source of information in his appraisal of the current school year induction program.

**WHAT DO YOU KNOW AND WHAT DO YOU THINK
ABOUT THESE QUESTIONS?****If you are a superintendent—**

What help can you expect from a college or university teacher placement bureau? Under what conditions can a placement bureau select candidates for a particular teaching position? In what ways are you a part of these conditions? Should a placement bureau recognize a greater loyalty to the candidate or to the employing school in discharging its service in the placement of teachers? Do you find that you tend to *sell* the school and the community to the prospective teacher who is applying for a position in which there is a shortage of qualified teachers? In the selling of your school and community, do you gloss over lightly or conceal items of information that might cause the teacher to consider the position undesirable? Do you like to have candidates ask questions about the position and about the community? Do you like to have them ask you about your educational philosophy, your attitude toward certain newer methods of instruction, and your belief about the treatment of behavior problems? Are there some characteristics that you believe are common to all good teachers and candidates? What are they? Do you think that you overweigh these characteristics in your final decisions to employ certain candidates? Is the employing of teachers one of the more pleasant or unpleasant of the responsibilities of an administrator?

If you are a board member—

Have you talked with the superintendent about the relationship that the two of you should observe in the employment of staff members? Does he have some clear-cut policies that he follows in the selection of teachers? Are the policies satisfactory to you? Do you have some policies that you follow in the employment of staff members? Are there differences in his policies and your policies? Should there be differences? Do you see any relationships between these policies and the induction of new teachers into your school and community?

The New Teacher Comes to School

Has the superintendent ever talked with you about the induction of new teachers? Do you agree with him and are you willing to cooperate in the induction program?

If you are a new teacher—

If you were the superintendent, what kind of induction program would you provide for the new teachers in your school system?

CHAPTER 7

The Teaching Staff and New Colleagues

Pupils in the primary grades covet the approval of their teachers. Those in the intermediate grades shift their concern for approval from the teacher to their fellow pupils. It seems that this particular change in human characteristics is a permanent one. Through the upper grades, high school, college, and into adult vocational pursuits, people find their greatest sense of satisfaction and personal worth in the approval of their colleagues. Teachers are not exceptions to this pattern of behavior. It follows, then, that new teachers will be sensitive to the ways they are treated by those who are the receiving members of the staff. New teachers want some evidence of approval shown by their new colleagues. Simple friendliness can be the first ray of hope for the new person seeking individual or group acceptance and approval.

The administrator usually takes the responsibility for initiating the development of a program of induction for the new teachers. No administrator, however, can be the whole program. He must have the assistance of many others. The teachers in the school system can give much needed and effective help in the development and execution of the program. A staff that will show an interest in new colleagues, demonstrate a willingness to help, and give freely of their time to be of assistance is the best guarantee of a successful induction program.

FROM RECRUITMENT TO PROFESSIONAL ENCOURAGEMENT

Schools in the World War II and postwar periods have experienced the most critical shortage of teachers in the entire history of education in this country. This shortage has stimulated a widespread concern for the staffing of our schools with adequately trained teachers. Associations of professional educators, school boards, civic groups, and many others have joined their efforts to interest capable young people in preparing for the teaching profession. National groups of citizens have, on occasion, drawn public attention to the situation and given substantial help to the recruitment efforts.

RECRUITMENT AS TEACHER SELF-PROTECTION

The teachers who are staffing the schools at the present time are realistic enough to know that the increase in the teacher shortage will result in an increase of the already heavy load. Many teachers, of course, are motivated to help solve the shortage problem because of a keen concern for the children and for the welfare of our society. It is proper, however, that they be motivated in some degree by the practical necessity of keeping the current teacher load down to the point where effective work is possible and nervous and physical breakdowns will not be a frequent fate for those standing by their posts. A combination of these two and other motives explains the rising tide of activity among administrators and teachers across the country which indicates an acceptance of the recruitment of new teachers as a professional obligation.

The loss of approximately 10 percent of our teachers each year is a factor in the present teacher shortage just as much as is the rapid growth in our school-age population. The problem of an adequate supply of teachers, then, must be solved partly by the recruitment of new members into the profession and partly by retaining those who drop out because of avoidable reasons. It is common knowledge among the members of the profession that

the period of heaviest drop-out for avoidable reasons is during the first two or three years of experience. The major effort to retain teachers logically must be focused upon the newer members of the profession. A good program of induction for new teachers can be an important factor in holding the younger people in teaching positions. Experienced teachers need to exert as much effort in the induction program as they put into recruitment of new teachers.

MORE THAN GOOD SALARIES NEEDED

Education associations have made progress in alerting people to the fact that teachers' salaries are too low and that, if we are to recruit new members for the profession, salaries must be made more attractive. Money may be important in the recruiting of new members but it will not make tolerable a situation in which the human relationships between the members of the teaching staff are unpleasant or in which the administrator offers no friendly interest and help. Experience leads most workers to the decision that they would prefer less money and pleasant working conditions if they are unable to have both in acceptable proportions.

The clamor for more teachers and the manner in which new teachers are treated present an interesting paradox. It is a professional, as well as a public, responsibility to keep new teachers in the profession once they are recruited. Reavis and Judd report that, according to a study made by Simon in 1942 of 2,971 cases of staff turnover in town and township high schools in Indiana, 45 percent of the teachers withdrew voluntarily from the profession during the first three years of service.¹

The relationship between salary and working conditions is shown in the following statement made by a beginning teacher:

I took this job because it paid more money than any of the other jobs which were offered me, and because it was a large school system; however, I find that I have made a great mistake. I just don't know

¹ William C. Reavis and Charles H. Judd, *The Teacher and Educational Administration*, Boston, Houghton Mifflin Company, 1942, p. 460.

whom to blame it on, but I can say this, that the head of my department at the college told me it would not be necessary to take a lot of music because I did not have the aptitude that was necessary.

When I was hired by the assistant superintendent I told him that I would not be able to handle music in the sixth grade. He assured me that it would not be necessary. When I came to this school for the first faculty meeting I found that each teacher would be responsible for the music in his class. This was told to us by the principal. The principal was evidently not aware of the fact that the assistant superintendent had told me that I would not be responsible for handling the music in my class. I immediately told the principal that I had understood that I would not have to handle the music. The principal asked me in front of all the other teachers just *who* I thought was going to handle it. I didn't say any more, but at the end of the first week I almost had a nervous breakdown. I went to the principal and broke down and cried. The principal was very indignant, and arranged for me to teach a fourth grade class while the fourth grade teacher came to my room to teach music.

I feel very badly about this because the teachers on the staff think that I am shirking in assuming my responsibilities. They feel that I have pulled a trick on them. I can tell because they tend to shun me, or occasionally in groups when I come in for lunch some remark is made about the fact that "Here comes the teacher who is not willing to handle music in her own class. I wish I could get out of it as easy as she did." It is not so bad to have a disagreement between the principal and myself, but it hurts very much when the other teachers in the school system think that I am not doing my job.²

The members of the teaching profession well may direct a number of questions to themselves. Can the teaching profession consistently issue a cry for more teachers while at the same time mistreating their newcomers with the heaviest teaching load, the least desirable classrooms, the extra activities that no one else wants? Can we afford to throw the newcomer into the position of

² Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951, pp. 92-93. (Original transcript used here rather than cutting quoted in dissertation.)

having to fight for his professional life because of cliques in the school where members of each clique want to test out the new teachers to see where and how he stands with the members of the community, the other members of the teaching staff, and the administrator?

Business and industrial managers have discovered that it takes more than money to make a person happy—that the kind of living conditions, the kind of working conditions, the kind of relationships existing between the workers in the business or the plant have much to do with the worker's satisfaction with his job. Teaching, unlike much industrial work, is not made up of individuals each of whom must act like a machine or be responsible for only one step in a long process of production. The need for closely knit group relationships in teaching makes it imperative that new staff members be assimilated quickly into the school organization.

THE UNIQUENESS OF TEACHERS HELPING TEACHERS

The person who best understands the problems of a classroom teacher is another classroom teacher. It follows, of course, that the supervisor, director, or administrator best understands those who have responsibilities similar to his own. This understanding of a colleague's work can be put to good service in a program of induction for new teachers. Those staff members whose work, however, may differ greatly from that assigned to the new teacher have some responsibility for and contribution to the program. A particular staff member cannot be left out of an induction program any more than one or more staff members can remain aloof from their colleagues without affecting the total operation and outcomes of the educational program.

The new teacher was a candidate only recently for the position which he now holds. One may not know all the factors that were taken into consideration when the decision was made to accept the particular position. The reasons for acceptance may have included the possibility for professional advancement, salary prospects,

geographical location, or a host of others including the probability of pleasant relationships with future colleagues. Any one or a combination of several of the reasons may have been sufficient. In any case, a most common source of anticipation of a new position is the prospect of becoming acquainted with those teachers who have had experience in the employing school. With such thoughts uppermost in the mind, it can be an occasion of major disappointment and discouragement to the new teacher if his hopes are proved false. On the other hand, such anticipation when turned into satisfying reality can be the source of stimulation and strength. It is important, indeed, that the hand of the experienced staff member be extended in welcome and in assistance to newcomers to the profession and to the staff.

OLD FRIENDS VS. NEW FRIENDS

A faculty tea, held in the early days of the school year, is frequently used as a means for the school staff to get acquainted with the new members. The gesture of welcome is appropriate and holds promise of being sincere in purpose and in reality. The purpose of extending a welcome to the new teachers may be accepted by the majority of the staff but the habits of human nature often take precedence. The receiving members of the staff may make an effort to meet each new teacher and personally extend a cordial welcome. The inclination to consider the task completed then may take control and the old members will recognize the opportunity to renew acquaintance with their colleagues of the previous year and exchange reports of summer experiences. The tea resolves into a sort of "old home" occasion and the new teachers are left isolated or in small groups of new strangers. The members of the staff in such instances do not intentionally neglect the new members or mean to be less cordial in the welcome. It is simply that old friends like to meet and proceed to do so when the occasion permits. A mark of further selfishness is exhibited when and if the old friends gather into groups and leave the tea in a manner that

lets all in the room know that their reunions will be continued at some other locale.

NEW TEACHERS LIKE OLD FRIENDS TOO

The inclination to seek out and to remain with old friends is not limited to the members of the established staff. The new members have the same social habits but are not among their own friends, where they might indulge in like behavior. The newness of the situation tends to lead the newcomers away from awareness of the human characteristics involved and toward a resentment of this situation when the roles are reversed—as they are for a stranger. The new teacher may have been reluctant to leave a former position because he did not want to leave his friends, but he forgets this when he is left standing alone at the faculty tea or at other staff meetings. Seeing others enjoying their friends when one is strongly aware of the absence of his own may arouse discouragement and antagonism. Situations of this type can be explained easily but their reality can negate many positive efforts in an induction program.

The situation for the new teacher is complicated further if there are two or more rigid groupings within the staff. The problem then is one not only of trying to make new friends but also of avoiding an involvement in any intergroup feuds that may exist. Both old and new teachers must be willing to accept new friends if the induction program is to be of service. The old teachers may profit from the introduction of new blood into the staff and the new teachers can learn from those who have had experience in the school system. Sincerity of purpose and actions must characterize all parties to intergroup relationships of this type.

SENIORITY PRIVILEGES

Most school systems, knowingly or unknowingly, have some unwritten and unannounced policies. Many of them would look quite stupid if they were written down and scrutinized. These policies

often include the seniority privileges of long-employed staff members.

It is perhaps unfair to classify all the advantages which the experienced teachers appear to have as being the result of seniority. In most cases the assignments of teachers are the result of careful thought on the part of the administrator. His acquaintance with the particular abilities of the teachers with whom he has had the opportunity to work will be a positive help in making wise assignments. There is the practical angle, too, that the teachers are on hand in the spring when the assignments are made and have an excellent opportunity to tell the administrator their preferences regarding program, sections, and other items that usually make up the teacher's load. There is little doubt, however, that seniority privileges are claimed on many occasions and do work to the disadvantage of the new teachers.

Many times, because of seniority, the older teachers feel that they should have the first choice of books and supplies. It follows that the left-overs are for the younger teachers and the new teachers on the staff. If such practice were written policy, it would appear as foolish as it is. This is an example of protective self-interest hindering a new teacher rather than offering a helping hand.

Classrooms and laboratories often are assigned on the basis of seniority. The older teachers get the best rooms; the new teachers are expected to "earn their spurs" to qualify for the better facilities. All of these seniority privileges affect the happiness, satisfaction, and effectiveness of the new teacher.

GRUMBLERS AS RECRUITERS

It is nearly impossible to imagine a working situation in which everybody is happy and there is absolutely nothing that bothers anyone. Such a situation, to say the least, would be extremely unusual. Most of us tend to have a few gripes concerning the place

where we work. Many people like to have others appreciate their hardships. There seems to be consolation in recruiting someone to share favorite gripes. Often the members of a school staff, without thinking of the effect on the other person, contact the new members and recruit them as supporters of their special complaints. Making a convert of a person to bolster a point of view gives the old member a sense of security and self-righteousness while the new member may be committed to a premature and unwise judgment.

All teachers can render a good service to newcomers by keeping their grievances to themselves. The new teacher has enough problems commanding his concern without having to listen to the troubles of others which were developed over a long period of time.

A new teacher may encounter some difficulty and mention it to a teacher experienced in the system. The new teacher needs help in solving the problem rather than reinforcement of unhappiness over the situation. The older teacher on the staff might answer, "The same thing has bothered me, but I find many other things here that I like. Don't let it get you down." A positive approach to the new teacher's difficulties will establish a wholesome pattern of relationships and will help both old and new teachers to make successful adaptations to existing situations and problems.

INFORMATION TO NEW TEACHERS

Lane, in interviewing beginning teachers, concluded that many of them had heard discussions, in lunchroom or teacher's lounge, of much that was in serious conflict. Such varying reports make it very difficult for the beginners to arrive at sound conclusions regarding the issues under comment. When the beginning teachers took the initiative in obtaining information from their fellow staff members or friends, they often received conflicting opinions. Discrepancies in information probably arise from a lack of knowledge

on the part of those reporting rather than from a malicious intent to misinform.

An example of misinformation concerning community restrictions on the recreational activities of the teachers is reported by Lane. He noted that when he interviewed four or five teachers in the same school system, and even in the same building, they gave conflicting opinions on the restrictions on teachers' personal habits. The reason for this, he found, was that the beginning teachers tended to ask their fellow teachers about the restrictions, and their conclusions lacked a much needed uniformity. Many times the teachers who were consulted did not know the answers to the questions but guessed at the information or reported their personal preferences. Conflicting information given to a new teacher does more to hinder than to help him.

One meets occasionally the well-meaning "busybody" on the school faculty who is always the first one around to give out information to the beginning teacher. Being a "busybody" and being well informed are not necessarily concomitant characteristics. Each teacher must guard against being the ill-informed "busybody." The information given to a new staff member must be unbiased, truthful, and designed to help him. The experienced teacher can be safely helpful by directing the new teacher to an authoritative and accurate source of information.

THE NEW STAFF MEMBER CAN HELP

Some teachers who have been on a staff a long time tend to get in a rut. There may be implications for them in the sign on a highway leading to Alaska which states, "Choose your rut carefully. You will be in it for the next 75 miles." Whether a rut is chosen carefully or carelessly, one is inclined to stay in it. An advantage of having new people join the school staff is that they bring a fresh point of view. They bring reports of other and new experiences. They bring new ideas of how to do things. One of the

ways to keep a staff alert is to foster their willingness to hear new ideas and to try them out. There are few who could not profit by new ideas or new methods and techniques to improve their work. The school staff might profitably arrange meetings in which new members could give their points of view on various policies and practices. The new staff members might tell how they teach in their special areas, how they use audio-visual aids, how they make use of bulletin board space, how they have found the usefulness of various workbooks, textbooks, and curriculum materials. All of these things can add to staff understanding of the new colleague as well as offer new and useful suggestions.

Beginning teachers usually need a generous amount of understanding and tolerance because of their extreme idealism. They graduate from colleges and universities with more "book learning" than practical experience. One of the most detrimental things that experienced teachers can do is to stifle this idealism or prevent a beginning teacher from trying out his ideas. It must be remembered that the new teacher probably leaves college with some knowledge of the latest ideas in educational thinking and some understanding of the latest results of research. He needs time and experience to interpret and to adapt his knowledge to the school situation. He will need much help in adapting his ideas to a particular school system.

All can learn from others and any unique idea of a fellow staff member is worthy of study. We must not fail, through a lack of mutual respect, to capitalize on the fine ideas, methods, and techniques that are used by other members of the staff, whether old or new.

HOW THE STAFF CAN HELP NEW TEACHERS

Probably enough has been said about the types of influence that a staff has over its new teachers. This influence will have a great bearing on the success of the new teacher in his position. The ques-

tion then arises, "What can the school staff do to help a new teacher get off to a good start?"

BE FRIENDLY

There are many things that staff members can do to help teachers. The first thing that will be noticed and appreciated is friendliness, fairness, honesty, and a lack of prejudice against newness. Needed information can be given freely and accurately. There should be no "hazing" to see how much kidding or badgering the newcomer can tolerate. A helping-hand attitude is necessary on the part of each teacher if an induction program is to be successful.

STIMULATE AND/OR COÖPERATE

The staff members can stimulate and/or coöperate in an organized program for the orderly induction of new staff members. An induction program which grows from staff initiative and coöperation will be more successful than one in which only a few members participate. The administration and staff must work together in the development of an induction program. If each teacher, supervisor, and administrator will recall his early experiences as a new teacher, he will find many ways to help the new teachers. The allocation and recognition of credit for the success of an induction program is less important than its results. The needs of induction are so broad that all professional educators, laymen, and pupils can find an appropriate place to help.

The school staff or professional associations can contribute to the induction program in some of the following ways:

1. Organize a bureau through which information concerning housing can be gathered and given to the new staff members. It has been found that new staff members would rather receive information concerning housing through a bureau or committee that has been organized by the teachers rather than from the superintend-

ent or principal. If the superintendent or principal gives the information, many new teachers tend to feel that, if the place is not satisfactory to them, they must stay there anyway or incur the displeasure of their administrative superiors.

2. Organize an information bureau or committee from which new teachers can get help on school and community problems. This information bureau can be organized around a committee of teachers through whom important information concerning the school policies and procedures as well as the community and its customs can be secured.
3. Organize courtesy committees to:
 - a. Write a letter of congratulation and welcome after each candidate has been issued a contract.
 - b. Offer to meet new staff members at the train or bus or at a designated place if arrival is by automobile.
 - c. Conduct new staff members on tours of the school, the city, and points of interest in the nearby area.
 - d. Organize social hours to acquaint the new staff members with each other and with other staff members.
 - e. Help acquaint the new staff with the parents of the children at the meetings of the P.T.A. or at other meetings that bring the school and community together.
 - f. Organize a "buddy" or helping teaching program whereby someone on the staff can act as a friend and a helper to the new staff member—a well-adjusted person who can give an honest appraisal and honest interpretation of the school program.
4. Assist the new teacher in learning the routine of reporting and keeping records.
5. Give the new teachers information about procedures for obtaining equipment, such as audio-visual aids, and routine procedures which are necessary for the use of the library and other facilities.
6. Recognize the fact that new teachers usually start at a lower salary than those who have been in the school longer. Each one, therefore, should see that the new teacher's teaching load is not heavier than that of the regular staff, and also that teaching loads do not

consist of all the undesirable duties. Give the new staff member a load that will enable him to make an effective contribution to the pupils and to the other tasks included in the assignment.

7. Realize that induction into a new position takes longer than one day or one week. Too many times we have one big event and then forget about the new members of the staff. The staff should be so organized that a new teacher will be able to receive help and information over a long period of time.
8. Be responsible for the creation of a favorable pupil attitude toward new teachers. The student council can be called upon to aid in welcoming new staff members.
9. Stimulate pupils to assume some responsibility in welcoming newcomers into their school system and particularly into the classroom.

GOOD HUMAN RELATIONS BUILD A PROFESSIONAL GROUP

No group can attain professional status unless there is the deep underlying feeling of respect for each other. This respect must be mutually shared between teachers; between teachers and administrators; and between teachers, administrators, and pupils. It is not necessary that all agree on policies and practices in order to respect one another. Our American democracy is based on the recognition of the worth and dignity of each individual. A school staff, whose objective is to teach democracy, cannot achieve its purpose unless there is a feeling that each member has some personal dignity and some personal worth.

Too many times we tend to criticize other people when there are as many opportunities to talk of their good points. Unless we are careful, we become perpetual critics when we could be more helpful by offering constructive help and genuine understanding.

We must recognize that each person on the staff makes a unique contribution and that no one task is more important than another in its support to a total school program. It is best that each person

believe his work to be of genuine importance. Caution must be observed when we ask assistance of our fellow teachers, as our request may hinder him in doing the best work in his particular position. For example, a special teacher sometimes takes pupils out of one teacher's class in order that his own work may be accomplished more effectively. It is unfortunate when no regard is shown for what the other person is trying to do in his assigned work. On the other hand, we should not become so engrossed in our own tasks that we refuse to coöperate with another teacher by sharing pupil time on some occasions.

We need to have faith that we can attain personal professional satisfaction by working with others rather than by seeking the spotlight apart from and sometimes at the expense of our fellow teachers. The teacher who can sit in the audience at a public performance of pupils and be thrilled because he coöperated in making the production a success is the kind of teacher who gives democracy a living and vital quality. The teacher who refuses to work with the group because he is afraid that he will not receive personal recognition creates anarchy rather than democracy.

Wilbur A. Yauch in his book *Improving Human Relations in School Administration* states:

Democracy depends greatly upon face-to-face relationships in which individuals have a chance to express themselves and in which their opinions count. The members must live in an atmosphere of mutual regard and respect, surrounded by a set of common traditions and customs, in an environment where common experiences can be had. The single school, with an organically functioning faculty, provides the best hope for the achievement of these requisites to democratic action. It has its own identifiable community of people, institutions, and organization. It has a unity of membership and common educational responsibility. It has a titular head who can exercise direct leadership and guidance. It has a known clientele of children whose backgrounds can be easily ascertained, whose interests, needs,

do you weight relatively training and experience? How can you tell if a person has profited from either training or experience? Are there good and bad teachers among your new associates? How long did it take you to make up your mind about them? Was that long enough and did you have the right kind of information?

CHAPTER 8

The Community and Its New Teachers

The universal acceptance of education as a basic public service is a characteristic common to most American communities. This acceptance should stand as evidence of a high regard for the things that schools can do for people and for society. It seems safe to say that citizens in general place a high value on the school and on all those elements and factors that make the school a respected public service agency. The establishment of schools as well as their maintenance must be an acknowledged common and unifying goal of the people in any given community.

GOALS AND PROCESSES

Few people could find acceptable reason to admire one who deliberately scuttles those things which he values highly. If a person undermines unknowingly the things that he wishes to accomplish, he may not be the object of disdain but neither does he stimulate admiration for his record of consistency. Wanting, *per se*, may be an indicator of one's goals but it cannot substitute for *doing* in the realization of those goals. It is apparent, however, that many people accept a goal but wait passively for its realization. These people lose the opportunity to gain a knowledge of the process and, consequently, never become aware of the values by which the steps in the process can be identified, appraised, and re-

fined. The relationships between the community and the school are conditioned by a public understanding of the purposes of the school and by the degree to which the people of the community can relate the purpose to the process of achievement.

THE SCHOOLS AND COMMUNITY PURPOSES

Among the many prominent purposes or goals that make a population aggregate within specified geographic boundaries into what is called a community is the education of youth. Communities repeatedly express their assumptions about and their beliefs in education. One can test the depth and sincerity of these assumptions and beliefs by the simple experiment of introducing into the school program some teaching that violates community traditions, values, and aspirations. The urge of a community to protect its children, its citizens, and its institutions is stimulated by sudden or radical changes in what are looked upon as established and accepted purposes.

GRADUAL CHANGE IN SCHOOL PROGRAMS AND SERVICES

The lack of any unusual or sudden changes in the educational program and environment often results in an apparent nonattention to the schools. Nonattention toward and passive interest in the unspectacular but nonetheless important activities of the school may permit or encourage serious damage to the program and its educational product. There is no direct relationship between the *unusual* factor and its potential harm or, conversely, between the *usual* and its potential benefit. The problem, then, is that of alerting the laymen of the community to the possible damage they can cause by their lack of awareness of *all* factors that are essential to the quality of the educational program. The *usual* and the *unusual* in the school program must compete with other aspects of community environment for the attention and concern of the people. The achievement of a balance in the

attention given to ordinary or regular and unusual aspects of the school program can serve, on the one hand, as insurance against the neglect of important factors and, on the other, as assurance against disruptive actions by highly stimulated citizens.

The people of a community can be stimulated easily by the prospects of a new and high tax levy, by the proposal of a bond issue for a new school building, by the bare suggestion of questionable moral conduct by a teacher, or by the outbreak of a polio epidemic. It seems that a threat to the purse strings or a natural tragedy possesses special potency in gaining public attention. Factors and forces which tend to sustain regularly rather than to threaten periodically the well-being of people or their institutions lack the unusual or dramatic quality that commands public concern. Teachers are in the category of "sustain" rather than "threaten" when one considers the aspects of a good educational program. All seem to concede that they are the most potent factor in the development and maintenance of an effective program of education. Yet the teachers are taken for granted as "paid for" items in the list of community services. It is unfortunate enough that the older staff members should be so treated but it is particularly serious when the new teachers are ignored as vital and attention-worthy elements of an accepted community service.

NEED FOR ACTIVE CITIZEN SUPPORT

The community may put forth noble efforts to support a good school program for its people. It may profess real pride in the educational services provided. Logically, then, the people of a community should give their time as well as their money in order to maintain and improve the schools. Perhaps, if citizens became aware of an obligation to the teachers in terms of support other than money, they would give the kind of help that would guarantee full value for the money spent. They might invest to good profit some time and effort in the induction of new teachers into

the school and community. A satisfied and secure teaching staff will offer a more effective educational program. It takes more than a good salary schedule and generous welfare provisions to have satisfied and creative teachers. This "something more" well may be the effort put forth by the community in giving the teachers a feeling of belonging and a sense of moral support in the community.

There would be benefits derived by the people of the community through broad support other than that of gaining more effective teaching service. There would be a gain in knowledge of the purposes and the operational procedures of the schools. This increased knowledge and understanding would support wiser planning for school services, better selection of board members, and a more sound appraisal of teaching and other educational services.

LAYMEN PROFIT FROM GOOD INDUCTION PROCEDURES

An important product of the layman's efforts in support of induction procedures is the effect upon the pupils. Sons and daughters who watch Mother and Dad take the time to welcome and be friendly with the new teachers may find their own attitudes similarly inclined. It is quite probable that the children could be induced to join heartily in the induction process only as the result of such parental influence and pattern. With good pupil coöperation, the first days of school could be more profitable as learning opportunities for pupils and more satisfying experiences for new teachers.

The laymen of any community can ill afford to ignore the opportunity of being interested in the induction of new teachers. It constitutes a major guarantee for an effective educational program, which is the greatest assurance that they will get their money's worth out of the school dollar. The parents of the community, particularly, have an even more intimate interest at stake. For them, it isn't just the prospect of getting value received for tax money but

the much more important possibility of realizing the full development of sons and daughters.

There is much more involved in this relationship between the community and the school than the possibility of getting one's money's worth out of the tax dollar or even of realizing a properly selfish desire to have one's own children get a good education. There is the matter of fulfilling the obligation of citizenship with respect to the maintenance of a necessary public service. The aloofness or careless disinterestedness that often exists between community and school constitutes a violation of the basic relationships upon which our theory of public education is built.

LAY AND PROFESSIONAL RELATIONSHIPS

There are schools and school staffs in which isolation from the public appears to be sought. This disposition toward isolationism exists for a small minority of schools and the majority of professional educators regret that any should be so disposed. Even a minority ought not to persist. The people in such communities will assert themselves eventually and a remedy will be found. Most schools and school staffs seek a closeness with the people of a community and exert genuine effort to achieve it. This close relationship cannot be realized by either the school or the community working alone.

Lay people often express the belief and fear that they have turned the schools over to the professional workers in education and, as a result, have lost both contact and control. This fear persists even though it is contrary to many obvious facts. The parents control much of the education of the children even though they never go near the school. The pupils return to the home after each school day and report on their school experiences. The comments of the parents at that time condition the nature of the pupils' learning if not its actual content. But even this type of control represents only a part of the influence exercised by laymen. It is well to review occasionally the real controls over pupil education

as a means of establishing better relationships between laymen and teachers.

LAY CONTROL OF THE SCHOOLS

Since legally the schools are a function of the state, local people may feel themselves removed from control over education in their community. Rather than being so removed, local laymen are given the pattern by which they can accomplish the desired control. So long as they believe that they lack this control, however, their attitudes and actions are limited. It is true that the state potentially can exert complete authority over education. An examination of this authority may clarify the extent to which the layman has a hand in the most minute details of the provisions for public education.

CONTROLS AT STATE LEVEL

The state legislature can, within the power given it by the state constitution or enabling act, determine the total pattern of the state educational program. It may determine the number of districts, the amount of money that each may spend, the manner in which the money may be spent, the limits within which a board of education may make independent decisions, the qualifications of the teaching staff, and many other aspects of the establishment and operation of public schools. It must be remembered, however, that the legislature is composed primarily of laymen, who are selected by and are sensitive to the wishes of the laymen in the local communities. Thus, laymen have and cannot avoid the necessity of exercising control over the schools from the very creation of the public educational program to its latest pattern of operation.

The state legislatures delegate much of the detailed management of the local schools to boards of education. In fact, the legislatures created boards of education for this purpose. The local board is required to do certain specified things as defined by the

state statutes. Many more of the operational controls devolve on the local board than are specifically required of it by the legislature.

The local board of education selects the superintendent and other administrative officers. It approves contracts with the teachers who shall preside in the classrooms. It determines how much money shall be raised for school purposes within the limits prescribed by law and decides how the money shall be spent. It controls the provision for special services such as health, recreation, cafeteria, and other non-classroom services. It determines what kind and condition of school buildings shall be available for the educational program. By its action, the school will or will not have various items of instructional equipment such as maps, globes, projectors, and even pencils. It is the constituted authority for the adoption of the textbooks that shall be used in the classrooms. It may approve or disapprove of certain types of reference material for the library. In other words, the local board of education exercises direction and control over the minute details of the local educational program. The board may, to be sure, act upon the advice of its employed professional educators. It is not, however, under obligation to follow their advice. Indeed its control is comprehensive.

The local board of education is not composed of professional educators employed by that school district. It is composed of laymen—doctors, lawyers, merchants, farmers, craftsmen, housewives, and others who have been chosen by laymen from among their own number. Thus laymen cannot avoid having profound influence upon the local school and the teaching staff, an influence that persists whether they have performed overt acts with respect to the school, its personnel, and its program or whether, by their lack of overt acts, they have permitted other lay influences to act for them. In any event the hand of the layman is firmly upon the local school.

INFORMAL OR NONLEGAL CONTROLS

The layman has many agencies of control apart from those provided through the state legislature and the local board of education. They might be termed informal controls. There are, however, many governmental agencies and many more nongovernmental agencies which influence the schools. Again it is emphasized that these governmental and nongovernmental agencies are composed primarily of lay people. There are governmental agencies that sponsor bond sales, lunch programs, nursery schools, production of war materials, labor and military service recruiting, conservation, and inter-American relationships and have a host of other functions and purposes. All of the sponsored activities are brought to the school and constitute additions to or substitutes for those activities planned by the professional teaching staff.

The nongovernmental agencies and organizations conceivably might be numbered in the hundreds in the larger communities. The Twenty-Sixth Yearbook of the American Association of School Administrators lists fourteen major organizations that deal with health and physical fitness alone:

- American Child Health Association.
- American Dental Association.
- American Medical Association.
- American Public Health Association.
- American Red Cross.
- American School Hygiene Association.
- American Society for the Control of Cancer.
- Child Welfare League of America.
- International Council for Exceptional Children.
- National Committee for Mental Hygiene.
- National Conference for Cooperation in School Health Education.
- National Safety Council.

National Tuberculosis Association.

Playground Association of America.¹

These associations are primarily lay controlled and they set out to influence selected aspects of the educational program. Again the hand of the layman is a primary determiner of the kind and quality of the educational program that exists in the local school. It takes little imagination to visualize the lengthening list of associations, agencies, and clubs in a local community that seek an opportunity to influence the mind of youth through the schools. The purposes of these organizations may be in disagreement or may be outright antagonistic. The schools, consequently, are forced to serve as screening agents for these many organizations seeking an opportunity to influence the educational program.

Laymen further have exerted their influence upon the schools by a series of special recognition days and weeks. Many of the special days and some of the special weeks have become statutory requirements for observance in the schools. Others must be recognized because of the special interest pressures that develop in the local community. Through these observances, the layman again wields influence over the school. The number of days and weeks designated to be of particular note already exceeds the total school calendar in most states, and new recognitions and observances are promoted yearly.

The layman devises other means than organizations to influence the school. Free calendars, blotters, yardsticks, films, filmstrips, slides, mock-ups, charts, exhibits, lectures, books, pamphlets, and other media of communication are made available to schools. These materials and services are not given free purely for the commercial advertising values involved. The people and institutions donating them usually intend that some message, other than that of advertisement, shall be conveyed to the pupils. Thus, more

¹ American Association of School Administrators, *The Expanding Role of Education*, Twenty-Sixth Yearbook, Washington, D.C., National Education Association, 1948, p. 291.

lay people have a hand in the education of youth. One might add to all of these lay influences the many contests sponsored by local organizations which are designed to direct the minds of school pupils. Most of these persons and agencies seeking to influence education have meritorious purposes. The few that have questionable purposes quickly can be brought under control or eliminated. There is nothing unholy or subversive about proper lay influences on education. The lay person, however, should recognize that he plays this role in the educational scheme and should accept as well his other obligations in the total design of an educational program.

THE LAY INDIVIDUAL CONTROL

The lay person in his enthusiasm for influencing, controlling, and serving public education should direct his efforts in such a way that he and the teachers are working in harmony. The teacher's day-to-day and week-to-week contact with the classroom puts him in the position of prominence in influencing the educational program. The lay person should seek every opportunity to understand better the duties, obligations, and opportunities of the teachers and well might exert his influence over the educational program by assisting the teaching staff to render its maximum service.

There are numerous informal and individual controls that the lay person exercises over the educational program. In most instances he little may suspect that he is using any control at all. Like the teacher, he goes about his daily tasks, permitting those tasks to become the most important object of attention for the moment. Few people realize how much they influence the work of others by simply going about their own business. For example, a child comes home from school very enthusiastic about something new that he has learned at school that day. With enthusiasm he recounts to his father or mother the newly learned experience. As the parent gives the child undivided attention during the narration, the child is stimulated to elaborate on his story. The fact that the

parent listens may constitute evidence to the child that his learning experience at school was worth while. If, however, the parent responds to the child's story with a shrug of the shoulder or a comment wholly unrelated to the event that had been important to the child, the parent thereby may negate the work of the teacher for that particular day.

One may look upon the home as a teaching institution of even greater importance than the school. The dinner table at home constitutes one of the most potent classrooms in America. The mother and dad direct the learning in this classroom. The things that are taught and learned at the dinner table may or may not be in harmony with the things that the pupil learns at school. Again, without intending to do so the parents may reinforce or destroy the work done by the teacher. Simple logic dictates that parents in particular and laymen in general have powerful controls, both formal and informal, over the work of the teacher and the learning of the pupils. These influences are not directed specifically to the teaching personnel but become real through the contacts with the pupils and the determination of the environment in which learning takes place.

THE TEACHER'S BURDEN OF EXPECTATIONS

The expectations which lay people place upon teachers often are unreasonable in that they want the teachers to accomplish the layman's educational purposes even in those areas of child learning and environment in which the teachers have no direct contact or responsibility. They may call upon teachers to accomplish those things which they, as laymen, failed to accomplish. Teachers are supposed to be able to induce regular pupil attendance at school, to reinforce various aspects of character, to instil personal habits of cleanliness and diet, and to foster wholesome personal relationships with playmates. Often these expectations are demanded of teachers in the face of situations created by the lay people in which their own and selected purposes could not possibly be achieved.

For example, pupils are expected to be taught good grammatical usage when it is contrary to parental speaking and writing habits, cultivated literary tastes when parents show no interest in good literature, and good citizenship traits when parents scorn traffic laws, tax laws, and ordinances pertaining to the management of private property. The burdens thus placed upon the teaching staff may approach the impossible.

Lay people often place demands upon teachers and at the same time put restrictions upon them which tend to hamper their teaching services. They expect teachers to make few mistakes and, when mistakes are made, offer much less tolerance than they would to a fellow layman. The resultant sense of frustration felt by the teacher may drive a wedge of antagonism between laymen and teachers. It will be pointed out in the following chapter that new teachers, in turn, must meet lay people halfway in developing a common attack upon the process of the education of youth and upon establishing a satisfactory understanding between lay people and teachers. The purpose of this chapter is to emphasize the responsibilities of the layman as a member of the school community in establishing those relations with teachers and the schools which will be productive of good educational opportunities for youth.

LAYMEN CAN HELP THE NEW TEACHER

The social composition of a community is such that there is an overlapping of groupings of the people within a community. A person may be a member of one group when business affairs are involved, of another when social activities serve as the stratifying factor, of still another as he pursues his form of worship, and of yet other groups as he lives a life of many and diverse interests and activities. Each of his groups may hold a slightly or substantially different attitude toward the public school program and the professional teaching personnel. The laymen must resolve the differences and integrate the interests of these diverse groups of

which he may be a member as he takes an active part with any one of them.

THE SCHOOL'S PLACE IN THE COMMUNITY

The public school often is considered an agency that tends to integrate the diverse attitudes and interests in a community. This unifying nature of the school is valued so highly by the lay person that he tends to want the school and its teachers to remain somewhat apart from other agencies and activities within the community lest it and they lose it. This tendency, whether implicit or explicit, may be the reason that few people in a community initiate or encourage schoolteacher participation in specific community organizations and activities. Lay people certainly do not keep the teachers isolated from community activities because of any base purpose or innate meanness of nature. Rather, they may be following a tradition as well as a very wholesome desire to retain the school and the teachers as a central point of concern for the people of a community of diverse backgrounds, interests, and activities. It would seem desirable that fewer people accept this general possibility without question. Instead, they should attempt to determine whether the isolation of schools and of teachers produces more positive results for that community than would be the case if they brought the teaching personnel into many community activities. If teachers became members of various groups, lay people would need to rely upon the establishment of common purposes and unified action rather than upon a position of isolation in order that the school might achieve those services which are desirable and beneficial to the pupils and to the people of the community.

The individual layman is responsible for many direct contacts with the school and with the teaching personnel. Problems and activities involving the child stimulate the parent to contact the school. Any citizen, parent or non-parent, at times develops some notion that may lead him to the school for the purpose of in-

fluencing the educational program. The contact of school and individual often may come through or at the stimulation of some organized group within the community. The previous pages indicate some of the types of group effort that are designed to influence the school. In most communities each organization develops its own plans and projects which require the coöperation or use of school facilities. The individualistic nature of organizational efforts results in a variety of interests and diverse aims directed toward the school. Rarely do the separate organizations create a situation in which some coördination in effort results.

NEED FOR COÖRDINATION

The lack of initiative on the part of community organizations toward a coördinated program places upon schools and teachers the burden of synthesizing the aims and programs of these organizations. Community organization projects are spasmodic so far as the schools are concerned. Each organization probably has a number of public service interests of which the school is one. The rotating nature of directorship in community organizations nurtures a sort of ebbing and flowing of influences in the direction of the schools. One leader may be particularly enthusiastic about education, another about public health, another about teen-age recreation, and so on. The impact of this fluctuating emphasis in leadership on each organization results in a continuously changing distance between the organization and the school—the distance depending primarily upon the dominant interest of the leader.

There is need for continuing attention by community organizations to the school as a community organization. The variations in attention create difficulties for school personnel in anticipating the types of influences that may be exerted. The school officials and staff properly may encourage local organizations to continue meritorious activities in the interest of achieving a consistent on-

going program. Many local organizations stand ready to co-operate with the schools but lack specific knowledge of those problems and situations in which a community group might be of assistance. Consequently, many of the services to the school performed by such community organizations are opportunistic in character. But even though the initial activity may be opportunistic, it well may serve as the base for a continuing and worthwhile service.

THE DOWNERS GROVE STORY

The story of a community organization, the Jaycees of Downers Grove, Illinois, is offered as a good example of the way a civic organization may help the schools in a time of crisis.² The schools of Downers Grove in late spring had more vacancies for the ensuing year than candidates for the positions. All school executives hope for the opportunity to make a selection *among* several candidates but such is not possible when the available candidates fail to equal the number of vacancies. This serious situation came to the attention of the local Jaycee organization. The officers and members of the organization developed a plan co-operatively with the school officials and announced an Open House Day for teacher candidates in the spring. Placement offices in the nearby teacher education institutions were contacted and possible candidates were invited to the Open House Day. The group found out when each teacher candidate would arrive. If the candidate came by car, his car was parked at the police station. If he arrived by train, he was met at the railroad station. A host and hostess were assigned to each candidate. Candidates were taken to homes for lunch and then to the schools, where they could visit with the administrators, teachers, and pupils. They were entertained at a banquet, at which time they had an opportunity to meet many citizens of the community. If the candidates stayed overnight they

² Gene Reiman, "Invitation from Downers Grove," *Future*, November, 1951, pp. 23-27.

were housed in homes of the community. When they were ready to leave, they were taken to the train or to the car. If they remained over Sunday they were taken to the church of their choice. The hosts and hostesses took the candidates to visit a number of stores in the community. The store managers made them feel welcome and many presented favors and gifts. The candidates were shown the recreational and cultural facilities of the community. The result of this program was that, of the eighteen teachers employed in the spring and summer for the Downers Grove school positions, more than half came from the group of candidates who had been entertained at the Jaycee Open House Day. Thus, a situation in which there were too few candidates for the positions resulted in a happy solution for the school for the ensuing year. This is clear evidence that community and school coöperation can produce worth-while results. If such a program can turn a scarcity of candidates into an abundance of candidates, there is reason to believe that continuing efforts on the part of school and community leaders may result in worth-while benefits on a continuing basis after the schools are staffed.

THE PORTLAND PLAN

Portland, Oregon, has developed an admirable program of induction for new teachers. A brief appraisal is given by the director of special projects for the Portland public schools, who is responsible for the development and continuation of the induction program. Miss Howe comments on the Portland program as follows:

For the past four years we have invited all of our new teachers to attend an induction program which takes place the week before school begins. We find that over 90% of the new teachers avail themselves of this opportunity. Our first step in planning the induction program is to call together about thirty of the teachers who went through the previous induction. At that time we have a thorough and

frank discussion of the program, how it could be bettered, what features should be cut out, and what added.

In the first place, the primary object of our induction program is to familiarize new teachers with various features of our school system. For that reason a great deal of the planning done is definitely by school people. For this particular purpose we planned meetings with supervisors, time spent in their schools with their principals, demonstrations by the Department of Instructional Materials, visits to the Curriculum Library, etc.

The second purpose of our induction program is to make these new people feel welcome in the community. In planning this part we have the assistance of the P.T.A., various clubs and civic groups, and any number of people from business and industry. There was a day's trip around the Mt. Hood Loop Highway for which a number of Portland restaurateurs furnished box lunches. The P.T.A. and the Chamber of Commerce in a nearby city, Hood River, served hot coffee, fruit and icecream to go with the luncheon, and prepared a very nice setting for the noon stop. Cars for this trip were furnished by people from various organizations. The Park Department of our city planned an evening party for new teachers at which time our mayor, Mrs. Dorothy McCullough Lee, greeted the group. The program consisted of games, dancing, movies, and refreshments, which were furnished and served by one of our big stores. The various teachers' organizations and the Portland Art Museum went together to have a nice reception for the group.

During the year after the week of induction many other activities take place. A great many parties are planned by the individual schools. We have had a good deal of newspaper publicity, and many of our churches make a special effort to get acquainted with and to welcome our new people.

We planned an all-day Port of Portland Trip. This was sponsored by the Propeller Club, made up of officers of the Port of Portland. The new teachers were made familiar with the whole shipping situation of the city. They visited docks, took a trip along the river, heard talks from various people concerned with this phase of Portland's economic life, and lunch was served at one of the terminals.

They were able to get a first-hand understanding of the nature of Portland's exports and imports.

I find each year that various community groups are becoming more familiar with the program and are more eager to help. I think the whole idea of the program in bringing in community groups to assist has a very good effect upon general public relations. For one thing, the community is very pleased with the excellent publicity that the city has had as a result of the induction program. I find that whenever I call up a business man or a business club, they already know about the program and are impressed with its worth. Those groups which have taken part feel that they have a sort of stake in the public schools.³

Time magazine briefly but poignantly describes the implications of the Portland induction program under the title "Eat, Drink, and Be Welcome":

Marjorie and Kenneth Means had moved from Iowa to take teaching jobs in Portland. They expected they might be lonely for a while, as most new teachers are.

The first thing they found when they arrived last week was a pleasant little duplex waiting for them. They had no sooner moved in than their phone began to ring and visitors were calling. It was all a part of Portland's welcome to its 250 new teachers.

The lady behind the welcoming program was an ex-school teacher named Georgia B. Howe, who remembers what it is like to be lonely on a new job. Miss Howe had arranged everything—apartments, luncheons of crab Louis and boysenberry pie, a picnic in the park, a tea at the Art Museum. The Portland Symphony gave a special concert; the Civic Theater arranged a concert-drama evening; the city put on a garden party. There was also a day-long trip up Mount Hood. Local clubs had donated the buses, neighboring towns were waiting with ice cream and coffee, restaurants gave away box lunches, the Chamber of Commerce distributed apples. Miss Howe had also arranged for conferences between the new teachers and their principals, shown them around their classrooms. Said Teacher Kenneth

³ Georgia B. Howe, personal letter, September 24, 1951.

Means: "Portland's wonderful. I think we'll stick for quite a while." ⁴

There is little doubt on the part of school administrators in Portland, Oregon, or in the minds of Portland citizens that their welcome to teachers has been worth all of the time and effort that have gone into the project.

Many communities have developed community or community-school councils composed of representatives of many local organizations. The major purpose of a community or community-school council is not to take over selected aspects of service from individual organizations but rather to coördinate the efforts of all such organizations. Many local groups propose to serve youth in a variety of ways. Community councils can help in eliminating the overlapping of services, stimulate continuing attention to worthwhile services, supply facts necessary to wise planning, and encourage joint action where such would be an advantage to the service objectives of the organizations. In communities where such councils exist there appears to be a growing interest in providing a wiser and more constant program of encouragement and assistance to the teaching personnel. Such efforts lead quickly and directly to the need for welcoming new teachers to the schools.

WELCOME TO KENOSHA

The Kenosha Public Schools, as an aid in satisfying a desire to assist in the induction of new teachers, published a brochure for new teachers under the title "Your Key to Kenosha." Because this brochure is an excellent example of a school-community co-operative project, it is reproduced in part on the following pages.⁵

⁴ "Eat, Drink, and Be Welcome," *Time*, September 6, 1948, p. 40. Copyright, TIME, Inc.

⁵ Kenosha Public Schools, "Your Key to Kenosha," *A Brochure for New Teachers*, Kenosha, Wisconsin, 1951-52. Section headings marked by an asterisk (*) are briefed or described rather than reproduced in full.

Welcome to Kenosha! (pp. 2-3)

I am privileged to be afforded this opportunity of extending a word of greeting and welcome to those of you who are to teach in Kenosha for the first time this fall. You will like our city—of that I am confident. You will like its location, its cultural and recreational facilities, its beauty, and most of all—its hospitality and the friendliness of its people.

Many men and women somehow imagine that teaching must be a dull and monotonous affair. On the contrary, teaching is an exciting and fascinating adventure with no two days precisely alike. Your success as a member of the world's oldest profession depends entirely upon your point of view, your effort, your initiative and enthusiasm, your resourcefulness in meeting and dealing with situations, and upon your ability to establish and maintain harmonious working relationships with others. If you would have friends—be one! Some beginning teachers succeed while others fail. Fortunately, most succeed. The really important consideration is for you to understand—in your initial efforts—that those with whom and for whom you work are interested in you as a person and that we want you to be a success. We plan to help you in every possible way, but our help will be valuable to you only to the extent that you have learned or will learn to help yourself.

This booklet has been designed to help you succeed. Its content is brief and factual. May I, in welcoming you, acknowledge with gratitude the pioneering work of the members of the Teacher Committee who contributed so generously of their time and effort in its preparation. May you find the content interesting and beneficial and may your success as a beginning teacher in Kenosha be as certain as our wishes for you are sincere.

Cordially,

Harold R. Maurer, Superintendent
Kenosha Public Schools

Meet Kenosha! (p. 4)

Kenosha, Wisconsin's 4th largest city, has an area of 7.68 square

miles and a population of some 55,000 people—whose predominant nationalities are German, Italian, and Polish.

Located on the shores of Lake Michigan, 55 miles north of Chicago and 35 miles south of Milwaukee, the city is often referred to as "the gateway to Wisconsin."

Kenosha was the first city in Wisconsin to adopt the City Manager form of government (1922). Today it is governed by the same form of government with 7 Councilmen, elected from the city at large, constituting the City Council, which, in turn, employs the City Manager.

The city provides many services for its inhabitants. Among them are its own water supply, sewage disposal system, garbage incinerator and street cleaning department, in addition to police and fire protection.

In Kenosha you will find churches of almost all faiths and denominations. The Saturday edition of the daily paper, the telephone directory, and the Ministerial Association are sources of information concerning the church of your choice.

Men with Vision! (pp. 5-6)

It was in June, 1835, that John Bullen, Jr., a representative of the Western Emigration Company and the acknowledged founder of the city of Kenosha, together with others from Hannibal, New York, arrived at Pike Creek and encamped near the shore of Lake Michigan on the north side of what is now Kenosha Harbor.

The name of the little community of 84 persons was taken from the creek and it became known as "Pike" (Pike Creek and Pike River are on the map today). Later the name was changed to "Southport" (today we have Southport Park), and in 1850 the community was incorporated as the city of "Kenosha," with a population of 3800.

Even before it had become a city Kenosha was making strides in providing education for its youth. In 1844 Michael Frank, a member of the territorial legislature, succeeded in having enacted into law the right of the voters to tax themselves for public education. Grade schools were opened in Southport in 1845, the first free schools in the country west of the Allegheny Mountains.

In 1848 a building was begun to house the grades and the high

school department. This building was dedicated on July 30, 1849. Today a huge boulder on the southwest corner of the High School Annex grounds (58th Street and 11th Avenue) bears a bronze tablet marking the site of this first free high school.

The name of Michael Frank (Frank School today) has been recorded in history as the father of free schools in Kenosha. Among others known with him as "friends of education" and "friends of free schools" were such men as: U.S. Senator Charles Durkee (Durkee School today), a member of the Kenosha County Peace Society, who was sent in 1849 to the Paris World's Peace Conference, and who later became the first territorial governor of Utah; Reuben Deming (Deming School today), a Methodist preacher, whose home was an underground railroad station for runaway slaves; C. Latham Sholes, inventor of the typewriter, and an early newspaper editor.

Not only in the field of education were Kenosha and her citizens becoming leaders, but the city was also making a noticeable growth in industry. Such names as Bain (Bain School today), Allan, Pirsch, and Simmons (Library today) are well-known to those familiar with the city's history.

The story of Kenosha and her growth is indeed a story of "men with vision" and for an evening's interesting reading ask for "The Kenosha Story" at Gilbert M. Simmons Library, located in Library Park. (The park itself is a gift to the city by Charles Durkee, mentioned above.)

Progress in Industry!

Kenosha is proud of its industrial progress. Changes in trends, especially in transportation, are revealed in the story of industry. In 1852, the largest firm was the Bain Wagon Works. In 1857, Peter Pirsch and Sons Co. was established, manufacturing buggies and wagons, and now being the world's largest exclusive manufacturer of firefighting apparatus. In 1900, a leading industry was the manufacture of the Sterling bicycle, a business which soon became the Thomas B. Jeffery Co., makers of Rambler automobiles. This, in turn, was purchased by Mr. Charles B. Nash and became the Nash Motor Company.

Today, conspicuous among Kenosha's industrial giants are:
the world's largest makers of iron and brass beds
the leading knitting mills
a world center for the manufacture of brass goods
the largest exclusive firefighting apparatus maker
one of the large auto plants

At present the Kenosha Manufacturers' Association (KMA) is the organization of 33 of the major industries in the community. This organization and the Board of Education have joined hands to help teachers become acquainted with the industries of the city through an Industry-Education Day. This plan has served to bring about an understanding and exchange of thought between industry and educators.

*Park Here ** (p. 8)

A one-page description of city parks, golf courses, picnic areas, and other recreation facilities.

*Find Your Way ** (p. 9)

Concise description of the city street numbering system and a designation of named street intersections of note.

*Riding the Bus ** (p. 10)

City bus time schedules, fares, and a suggestion about buying weekly passes.

*Are You Traveling? ** (pp. 11-12)

Train, bus, and plane transportation serving Kenosha. Also, the names and numbers of major highways.

*Kenosha Schools ** (pp. 13-14)

Names and locations of all city schools with cross reference to the city map which is enclosed with the brochure.

*Keep Dates ** (pp. 15-16)

School calendar which shows important school dates, paydays, vacations, etc.

School Policies (p. 17)

Official rules and regulations of the Kenosha Public Schools, as adopted by the Board of Education on July 12, 1949, are set forth in a handbook entitled, "Rules and Regulations of the Board of Education." A copy of this handbook is furnished to each employee of the Board.

In this handbook will be found the answers to many questions concerning administration, finance, duties, privileges, etc. When changes occur or other rules, regulations, or policies are adopted notice is given employees through bulletins issued by the office of the Superintendent.

A change has been made in recent years regarding the *method of reporting teacher absence*. You are now asked to notify the PRINCIPAL of your building when you expect to be absent. It is desirable that all notices of absence be reported before 7:00 A.M. of the day of absence.

Other sources of helpful information are the "Directory for 1951-1952, Kenosha Public Schools" and the handbooks which have been developed in some departments. Copies of these will be supplied early in the school year.

When in doubt, ask questions!! Your principal, other teachers, and the supervisors will gladly help you find the answers to your questions regarding rules, regulations and policies.

Interested Professionally (p. 18)

Kenosha offers the teacher a variety of opportunities to develop professional interests and growth. Detailed information will be supplied in the fall, but here is one bird's-eye view:

Professional organizations—Some teachers belong to one, some to more. It is your privilege to make your own decision.

Association for Childhood Education

Classroom Teachers Organization

Kenosha Education Association

Kenosha Teachers Union

Married Teachers Club

Mental Hygiene Society
National Education Association
Parent-Teachers Associations
Schoolmasters Club
Wisconsin Education Association

Credit Union—not exactly professional, but does offer saving and loan services to members of the profession.

Evening courses—A great variety is offered by the Vocational School during the fall and winter evenings. There is a course to suit almost any and every vocational and avocational need and interest.

Extension courses—Frequently offered by the University of Wisconsin, Northwestern University, and Milwaukee State Teachers College, these courses are usually available in Kenosha or in Racine, which is within a half-hour's drive from Kenosha.

*At Your Service ** (pp. 19, 20, 21)

Three pages of descriptions of libraries, museums, lecture series, visual aids, and many other special school and city services available to the education program in the schools.

*Lean Toward the Arts ** (p. 22)

Invitation to participate actively or as a spectator in drama and music groups.

Have a Hobby (p. 22)

Kenosha provides ample opportunity for the hobbyist to follow his hobby or for a non-hobbyist to fall for a hobby.

Some of the hobby clubs are: the Art Association, the Camera Club, and the Kenosha County Historical Society. The Vocational School offers a variety of suggestions, and, in due time, you will be "hobnobbing" with other hobbyists who will show you the way.

*Time Out for Fun ** (p. 23)

Listing of various sports activities and events.

Want to Volunteer? (p. 24)

For those interested in giving community service, Kenosha offers a variety of opportunities. There is always a need for leaders in the *Boy Scout* and *Girl Scout* organizations. The *Junior Red Cross* conducts its activities through the schools and welcomes the assistance of teachers willing to give time and effort in leadership. The *American Red Cross* and the *Civil Defense* organizations welcome volunteer workers in various capacities.

Teachers are asked to take advantage of the First Aid courses offered by the American Red Cross and Civil Defense and to become thoroughly acquainted with the defense procedures in their respective schools, so that they will be alert, prepared citizens of the community as well as of the school staff.

Odds and Ends (p. 25)

The several business districts in Kenosha may be reached by the bus lines.

Three banks are at your service: Brown National Bank, First National Bank, and Kenosha National Bank.

Parking meters are to be found in the main business districts.

Kenosha Evening News is the daily paper and Kenosha Labor Paper is the weekly paper. There are also Milwaukee and Chicago papers.

Wisconsin Telephone Company serves the community with dial system telephones.

Radio station WLIP is located in the Kenosha National Bank building.

Kenosha County is a truck farming area. In the fall many farmers sell their produce at the various farmers' markets, located on certain streets of the city.

Kenosha is the county seat of Kenosha County.

Many of the churches serve delicious suppers, especially in the fall of the year.

Kenosha airport is located south of the city.

The Coast Guard Station is located near the north side of the harbor. Hear something?? That's just the fog-horn blowing!

You and Kenosha (p. 26)

"If I could begin my professional career over," remarked a teacher with a long record of service, "I would give more time and attention to the community. I did not do my share in civic and church activities. I did not spend enough time just being friendly and neighborly. Thus I missed many rich experiences which would have made me a better person and a better teacher."

In Switzerland, each teacher is required to be able to lead community singing and to play either the piano or the violin. The implications are far-reaching. The educational process has two sides—one psychological and one sociological. Neither can be subordinated to the other or neglected without disastrous results. How can the teacher develop a feeling for the sociological forces if he does not actually participate in a variety of community activities and responsibilities? If the teacher himself does not have a sense of community, how can he develop such a sense in children and youth?

(The above two paragraphs are taken from an editorial appearing in the *NEA Journal*, May, 1951.)

May your pleasant experiences in the community of Kenosha be many, and, by sharing in them, may you become "a better person and a better teacher." Here's to

YOUR SUCCESS IN KENOSHA !!!

The above quoted and described brochure or handbook for new teachers is submitted because it can be suggestive to other communities. It should not be looked upon as a master pattern. The people of Kenosha developed "Your Key to Kenosha" as a means of meeting their obligation to the new teachers. Another community might develop a handbook along an altogether different pattern. The important point is that each community in its own way should plan and develop its induction helps to new teachers.

WHAT DO YOU KNOW AND WHAT DO YOU
THINK ABOUT THESE QUESTIONS?

If you are a layman—

What do you know about your schools? Are the things you know about your schools mostly of a business nature, such as taxes, bonds, and budgets? What do you know about the educational program? How do schools differ now from the way they were when you went to school? Do you think schools now are better or poorer than when you went to school? How long has it been since you were in one of the school buildings in your community? What was the occasion that took you there? Was it a school activity or a community activity? Do you think that what you have seen of the school activities are representative of the total educational program? How many of the teachers do you know well enough so that you can call them by name when you meet? Do you know any of the teachers who are new to your school system this year? Do you know anything about them? Do you think it is a civic duty for you to get acquainted with the new teachers and help them to adapt to your community? Have you heard any criticism of the new teachers? What did you do about it? Are you satisfied with what you did?

If you are a municipal officer—

How would you describe your attitude toward the schools? How do you think others would describe your attitude toward the schools? Did you do anything to welcome the new teachers to your community? Do you think such a welcome would be an appropriate act of coöperation with the schools? Do you feel that you have a greater obligation to apply your effort and ingenuity to serving the economic interests of your community than the educational interests? Can you boast of your schools as one of the important community assets? Do you?

If you are a service club member or officer—

What objectives of your club might lead you to active participation in the educational activities of your community? Is your club

fulfilling the intent of such objectives? If you belong to several organizations, do you find any of their objectives or purposes in conflict? How do you resolve these conflicts if they exist? What attention has your club given to the teachers in your community, particularly the new teachers? Are you satisfied with the accomplishments of yourself and of your club in this regard? If not, what are you going to do about it?

CHAPTER 9

Self-Help for New Teachers

Previous chapters have included research data, quotations of opinion, and summaries that, by direct statement and by inference, tend to place the burden of induction responsibilities upon everyone except the new teacher. It was not the intent of the authors to relieve new teachers of the necessity of exerting effort in behalf of their own adaptation to the new school and new community. It has been emphasized numerous times that induction is of sufficient importance to command the attention, interest, and effort of all laymen and professional educators in the school community. In this chapter the emphasis will be upon the responsibility of the new teacher to the program of induction.

CONTRACTUAL OBLIGATIONS

Contracts between employers and employees are rather impersonal documents. A teacher and a school district are bound together legally by such a document. The contract specifies certain obligations assumed by the district as well as some commitments on the part of the teacher. A contract, however, at best can be only a very brief description of the working relationships that exist between the teacher and the school district. The teacher must look upon this contract as an obligation to perform certain services for the district represented in the contract. The district obligates itself

to pay a certain amount of money in return for the teacher's services as a member of the school staff.

PERSONAL VS. CORPORATE OBLIGATIONS

The board of education issues the contract on behalf of the school district. The members of the school board do not thereby obligate themselves personally unless they incur some personal responsibility for malpractice or violation of a statute in issuing the contract and in meeting its provisions. The teacher, on the other hand, in signing a contract obligates himself and in no sense is serving as an agent for another person or legally constituted corporation. There is this difference, then, in the nature of the contractual obligations incurred by the two parties. It is to be expected that the members of the board of education will look upon a contract in a less personalized manner than does the teacher. These differing attitudes toward the contract, which are inherent in the nature of the relationships involved, do not constitute a difference with respect to the legal obligations incurred by both parties to the contract.

The new teacher needs to be aware of the differences in attitude of the two parties to a contract. The teacher is expected to view the contract as something involving his capacity for personal service whereas the members of a board of education view it as a legal instrument by which they have performed a service to the community and have discharged the obligations of office as prescribed by the statutes. The teacher must realize that the employer is not a person or even a small group of persons but rather a school district which is a legal entity created by the authority of state legislation. The teacher can see and talk with those persons involved in the act of entering into contractual relations but such people are the representatives of the real employer, namely, the corporate school district.

It should not surprise the teacher if an individual citizen of the school district feels and acts as though he had a hand in the em-

ployment process. As a matter of fact, each citizen of the district is in part and in a sense the teacher's employer. It should not surprise the teacher, further, if a citizen occasionally forgets that the business management of the district is placed in the hands of elected representatives who legally are the only persons who may execute the business functions of the district. Just as teachers occasionally are inclined toward, if not actually engaged in, the performance of some activities that go beyond any reasonable description of their function in the organization, the citizen occasionally goes beyond the bounds of any reasonably described limit of the usual function of a participating layman of the school district. Some tolerance must be extended to each of the persons or groups involved if the normal functions of the school district are to proceed with maximum benefits to all.

TWO VIEWPOINTS WITH RESPECT TO CONTRACT

Basically, it is of great importance that the teacher recognize that he is contracted for and is paid for performance in the teaching position. When he forgets this point of view and looks upon the contract with the school district as a document designed solely as a guarantee of social and economic security, he commits an error of equal significance to that of the layman who attempts to use the school and the teaching services for those personal purposes which do not come within the accepted scope of an educational program. The teacher should realize that the school district assumes briefly described legal obligations to the teacher which relate primarily to a financial agreement whereas he himself becomes obligated to a more intangible set of expectations which, when detailed, constitute the description of active teaching services.

SUCCEEDING OR FAILING

One of the things uppermost in the mind of the teacher who is approaching a position for the first time is whether he will suc-

ceed or fail in the new venture. Overanxiety about the possibilities of success or failure may undermine his ability and his capacity to give effective service. Observers of beginning teachers often study classroom performance, informal school and community contacts, and pupil progress for the purpose of determining why teachers fail. Other observers approach the new teacher situation with the intent of determining why he succeeds. The new teacher is not likely to be as objective about himself as would another person. He is less likely to be as concerned with the reasons for his success as he might be to determine the reasons for his failure. If teachers are challenged more by the causes of failure than by the reasons for success, it seems wise at this point to cite some research reports that "accentuate the negative."

Colvin¹ reported a study made in 1919 under the title "The Most Common Faults of Beginning High School Teachers." He summarized by indicating the following four main problems encountered by beginning teachers:

1. The control and discipline of their classes.
2. Their personal attitude toward the class.
3. Their methods of teaching.
4. Their own inadequacy, lack of preparation, and need of improvement.

It is interesting to note that in 1951 Wey² reported on a study of beginning teachers under the title "Why Do Beginning Teachers Fail?" Wey summarized the problems of beginning teachers in the following three general areas:

1. Difficulties related to personal characteristics.
2. Difficulties related to instructional activities.
3. Difficulties related to community environment and relationships.

¹ Stephen S. Colvin, "The Most Common Faults of Beginning High School Teachers," *Eighteenth Year Book of the National Society for the Study of Education*, Chicago, University of Chicago Press, 1919, p. 262.

² Herbert W. Wey, "Why Do Beginning Teachers Fail?" *Bulletin of the National Association of Secondary-School Principals*, October, 1951, pp. 55-56.

The above mentioned studies were based upon information obtained from beginning teachers. The beginning teachers of 1919 had difficulties much like those of the beginning teachers of 1951. It would not be difficult to reclassify the problem areas in each of the studies into common categories with one exception, namely, Wey's category of difficulties related to community environment and relationships. This exception is of little consequence because Wey reports that only 3 percent of the beginning teachers included in the study indicated problems in this general area.

If one can assume that all or most of the beginning teachers of the intervening years between 1919 and 1951 had experienced similar problems, new groups of beginning teachers should take courage in the fact that they are not unique in encountering problems. One might assume that during the thirty-year period beginning teachers were helped by the other agencies involved in their success or failure and that the residue of responsibility for the cause of success or failure must rest upon the beginning teachers themselves. Such an assumption is not well supported because of the general lack of attention to induction activities. The most logical conclusion, then, is that the reduction of failures among beginning teachers must be credited to the joint efforts of teachers and citizens and to the environment with and in which they work.

ANTICIPATING PROBLEMS AND DIFFICULTIES

The beginning teacher should realize that there are a few time-tested and -confirmed problem areas which probably will be encountered in a new position. Knowing them, the beginning teacher should make preparation for a direct attack upon them. Since the control of pupils is the number one problem area, he should study himself and his capacity to deal with pupils. Lack of self-confidence, indecision, inability to anticipate consequences, laxness

in establishing class routine, inflexibility in dealing with pupils, failure to adapt vocabulary to pupil level of understanding, over-formality, and many other categories of performance or lack of performance are known contributors to teacher difficulty in pupil control. The beginning teacher invites trouble for himself if he fails to take full cognizance of the errors made by other beginning teachers and to design his own teacher-pupil relationships in a manner that will avoid such difficulties in his initial teaching experience. If he knows that his predecessors had difficulties growing out of a lack of adequate command of instructional content and method, then he can blame only himself for not heeding this warning. This knowledge might dictate that he not accept a position until his mastery of the necessary instructional materials and methods had progressed to the point where he could approach the class with assurance and a sense of security.

The teacher's personality, sincerity, and skill in getting along with people constitute elements that lead to success or failure. Here again, other people may help, either by directing the training or by cushioning the impact with the new situation, but much depends upon the individual alertness and initiative of the beginning teacher. If he has no desire to extend his own capacities in the direction of getting along well with other people, he should never have received a teacher's certificate and his own conscience should prevent him from entering a contract for teaching. It must be assumed that the beginning teacher has a basic wholesome desire to deal with people successfully and productively and that he will exert an abundance of positive effort in initiating good relationships with others.

THE COMPLEXITIES IN TEACHING

One must not forget that beginning teachers are harassed by a multitude of tasks at a time when they are physically and emo-

tionally least able to cope with difficult situations. The beginning teacher must fortify himself against making quick and possibly faulty decisions in the midst of the confusion of working with many different people under pressure of time and tasks. The new status of position possessed by a teacher may encourage a dictatorial manner in the hope that this manner will overcome problems generated by the students, created by the teacher, or found to be inherent in the classroom situation. This and like hopes for easy solutions or avoidance of trouble usually prove to be mirages. The beginning teacher should practice the admirable habit of withholding judgment until satisfactory facts and opportunities for reflection are at hand.

The beginning teacher should counsel himself each morning as he approaches the school to the effect that his problems often will be solved more effectively by the help received from listening as contrasted to the help he might gain by talking. In other words, the beginning teacher can hedge against traditional errors and problems by listening carefully, by weighing evidence judiciously, by withholding judgment until he can have confidence in his decision, and by maintaining a demeanor of poise. There is no formula by which he can be guided through problem situations unless it be the simple habit of taking full responsibility upon himself for his desired success as a teacher in the school and in the community.

In all areas of activity there is an inclination to fix responsibility upon someone whenever occasion permits it. The beginning teacher's performance is no exception to this social phenomenon. An attempt may be made to determine the degree of responsibility that should be allocated to the beginning teacher, to the administrator, or to the people of the community. It is doubtful that the degree of responsibility can be so allocated and quantified. Regardless of the decision as to the relative weights of responsibility, it is generally agreed that a good beginning for the new teacher is of vital importance.

THE NEW TEACHER'S TRIAL RUN

First impressions are strong impressions. The manner in which the beginning teacher starts off the year may determine the nature of community and pupil appraisal of him throughout the first year. If he gets started in such a way that the friendliness and coöperation of all people with whom he comes in contact are gained, he will find the way much smoother to a successful year. If he stimulates antagonism toward himself he probably will have little positive help in meeting his professional problems and finding social satisfactions in the school and community.

It has been a long-standing tradition for pupils to try out the new teacher. They are not motivated by vicious purposes. The new teacher should be aware of this inclination of pupils and should anticipate the symptoms and evidences of tryout activities. There is no formula that he can use in dealing successfully with the antics of the pupils during the first weeks of school. An awareness of what may be expected, however, should fortify him in meeting the situation in the classroom. Knowing the probable nature of the first weeks of school should help him to interpret correctly the things that the pupils do. The new teacher should put forth extreme effort to maintain a balance between a sense of humor and friendly reserve. If the sense of humor is extended to the point of playing along with the pupils, the teacher may lose pupil respect. If the new teacher is overly reserved, the pupils' game of breaking him in will be sharpened with determination. Above all, the teacher cannot solve the problem by losing his temper. He will only continue their source of entertainment.

The good beginning is of keen importance because it will give the sense of success to the new teacher very early in his experience in the new school situation. This may determine the nature and quality of his service throughout the school year. A sense of success releases creative abilities whereas the lack of a sense of success not only stifles the creative urge but also deadens the sense of

judgment to the point that one's every act may be inferior to his minimum expectations in performance.

NEW TEACHERS SHOULD BE WELL INFORMED

Earlier chapters stressed the need for beginning teachers to have adequate information about the school and the community. Some chapters emphasize the responsibility of other people in supplying information. It is important that others coöperate with the new teacher in the business of induction. The emphasis in earlier chapters, however, must not constitute an inference that the beginning teacher has no responsibility other than the absorption of preferred information. He must take it upon himself to find out about his new position and new community. He must be an effective receiver of information from the many sources that are available. Lane's³ study of beginning teachers analyzes the adequacy of the sources of information for beginning teachers (see Table 7).

TABLE 7. The Adequacy of the Source of Information as Determined by the Total Number of Responses Indicating That Adequate Information Was Received

Sources of Information	Total Responses Indicating Information Was Received	Total Responses Indicating Information Was Adequate	Percent of Adequacy
1. First interview	684	384	56.1
2. Follow-up correspondence before contract	321	217	64.4
3. Interviews, handbooks, counseling, or visitation after contract was signed, but before school opened	738	587	79.5
4. Pre-session workshop	372	341	91.6
5. First day of school at faculty meeting	406	252	62.7
6. Conferences with administrator or assigned staff member during the year	27	27	100.0
7. Faculty meetings during the year	0	0	0
8. Weekly bulletins or announcements	17	0	0
9. Teacher's handbook	379	292	76.7

³ Willard R. Lane, "The Induction of Beginning Teachers in Wisconsin Public Schools," unpublished doctoral thesis, University of Wisconsin, 1951, p. 222.

The data in Table 7 should be studied carefully by the new teacher. They may supply leads regarding the amount of effort that he must put forth in securing satisfactory information from each of the nine sources listed. It is interesting to note that "conferences with administrator or assigned staff member during the year" are the only source of information found to be 100 percent adequate as judged by the beginning teachers included in Lane's study. It is quite probable that these conferences were considered wholly adequate because they were held at intervals over an extended period of time. There was the opportunity for the informer to follow up with the new teacher on the items of information given. It is to be expected also that the beginning teacher came back for clarification when the initial information may have seemed clear at the moment but proved later to be inadequate. The cue for the new teacher here is that he should make liberal use of the source of information judged most adequate by former new teachers.

The lowest percentage of adequacy as indicated in the table is the "first interview." The first interview is a situation that is dominated by the administrator directing it. It was pointed out in a previous chapter that administrators need to provide more opportunity in their interviews for candidates to ask questions about the prospective position as well as to secure some information about the community. Until administrators accept this responsibility in the first interview, the new teacher in the candidate stage is seriously limited with respect to increasing the adequacy of information that might be gained. Many candidates very properly are cautious about asking too many questions in the first interview. There is always the danger that the administrator will react adversely to a person who seems to be excessively concerned with the asking of many questions about the position and community. Often an administrator approaches the interview with the candidate feeling perfectly satisfied about his own ability as an ad-

ministrator, the quality of the school program under his direction, and his acceptance in the community which employed him as the administrator. With his mind set he often receives with poor grace careful though objective questioning about his school and community. Knowing these things the teacher candidate must exert initiative with great care if the adequacy of information in the first interview is to be improved. The candidate might make some preparation for the occasion by engaging in a series of practice interviews with friendly colleagues.

The situation is somewhat different with respect to the adequacy of information from those sources encountered after the signing of a contract. The table from Lane's study indicates that the faculty meeting held the first day of school fails to measure up satisfactorily as a source of information. This may be explained in part by the fact that new teachers are mixed with carry-over teachers in a meeting which is designed to explain items of school policy and the routine of the opening of school. The administrator may attempt to strike a middle ground between the needs of the new teachers and those of the carry-over teachers. In this attempt he may bore some of the experienced teachers and fail to communicate with some of the new teachers. Correction of this situation must rest primarily with the individual new teacher. If he is reluctant to ask for a clarification of items during the teachers' meeting, he can at least make notes of those items for which he will seek further information following the faculty meeting.

The new teacher above all must not act upon the assumption that seeking information or the clarification of given information is an evidence of weakness. The real weakness is to proceed to the teaching duties in the full knowledge that adequate information has not been received and understood. The new teacher, then, must exercise a high degree of initiative in seeking needed information about the school and community and in gaining an understanding of the information that is required to make communication complete.

PUPIL PROGRESS AND THE TEACHER'S SUCCESS

The most important task of the teacher is that of stimulating and directing the learning of the pupils. The teacher's success or failure, while conditioned and determined by many other factors, is measured primarily by his success in working with the pupils. Good will toward the teacher makes possible more effective learning on the part of the pupils. Since the pupils may not take much responsibility for establishing and maintaining good teacher-pupil relationships, in most instances the teacher must earn their good will and develop the skill to hold it.

UNDERSTANDING THE PUPILS

The teacher must become well acquainted with each pupil who comes into his classroom. An acquaintance that will be genuinely helpful will require teacher effort beyond the time limits of the class period and beyond the confines of the classroom. If the teacher is to direct pupil learning effectively, he must know the achievement and ability levels of each member of the class—a task requiring constant effort. This information must become a part of his acquaintance with pupils. An attempt to deal with the pupils on other bases may result in boredom, fatigue, or antagonism on the part of many of them. The teacher must use his acquaintance with pupils as a means of fulfilling his obligations as a director of learning.

The teacher must understand that at various levels of maturity pupils establish different relationships with the teacher and their fellow pupils. The teacher in the elementary school usually occupies a position of prominence in the mind of the pupil that does not exist in the case of the high school teacher. As the pupil matures, his center of interest and point of value reference shifts from parents and teachers to classmates. The teacher must know these characteristics of students and establish his relationships with the pupils in the full light of this knowledge.

The teacher must recognize that the pupils need an orientation period just as he himself does. Gertrude Noar sums up the needed teacher purposes for the first weeks of school in this way:

During the first few weeks of the term the teacher must assume responsibility for setting up many different kinds of experiences. Her purpose is twofold. (1) The pupils need to develop a sense of security in her leadership and in their own continuing accomplishment. (2) She needs to assemble concrete evidences of performance levels, of learning potentialities, and of group relationships. A real basis has to be established upon which new learning experiences can be set up for the development of social skills and the tools of learning.⁴

JUVENILE JUDGES OF TEACHERS

Teachers need to take advantage of the reported knowledge that is based on research with respect to pupil judgment of teachers. There have been many studies which resulted in lists of teacher traits that seem important to pupils. Charters and Waples in the Commonwealth Teacher Training Study developed in 1921 a list of what they called "trait-actions" which were telescoped into a list of twenty-five traits. These traits, as reported by Mazzei, are listed in the ranked order of their importance as determined by a group of judges:⁵

1. Good judgment	9. Cooperation
2. Self-control	10. Refinement
3. Considerateness	11. Carefulness
4. Enthusiasm	12. Forcefulness
5. Magnetism	13. Leadership
6. Adaptability	14. Health
7. Breadth of interest	15. Attractiveness
8. Honesty	16. Industry

⁴ Gertrude Noar, *Freedom to Live and Learn*, Philadelphia, Franklin Publishing and Supply Company, 1948, p. 19.

⁵ Renato Mazzei, "Desirable Traits of Successful Teachers," *Journal of Teacher Education*, December 1, 1951.

17. Neatness	22. Open-mindedness
18. Dependability	23. Progressiveness
19. Scholarship	24. Fluency
20. Originality	25. Thrift
21. Promptness	

Mazzei reports also a 1951 study which resulted in a list of reasons for pupil choice of best teachers. The following list was based upon the judgment of 115 junior high school students of Scranton, Pennsylvania:⁸

Rank	Reasons for Choice as Best Teacher	Frequency of Mention
1	Explains clearly and well	67
2	Fair, has no favorites or pets	55
3	Doesn't require too much homework	53
4	Gives extra help if student can't get the work	47
5	Is fun, has a sense of humor	24
6	Gives extra help before a test	21
7	Kind, considerate of students' feelings	20
8	Makes the work fun	19
9.5	Is understanding	18
9.5	Is strict, firm, but not grouchy	18
11	Shows interest in boys and girls and their problems	16
12	Makes the work interesting	15
13	Friendly in and out of class	14
14.5	Not angered easily	13
14.5	Tells students other things besides school work	13
16	Is patient	11
17	Helpful when student is in "hot water"; easy to talk to	10
18	Makes student learn and do the work properly	9
19	Lenient, soft	8
20	Is neat, well-groomed	7
21.5	Rewards student when he deserves it	6
21.5	Is good looking	6
23	Knows the subject	5
24	Doesn't hold a grudge against the class, or some student	4

While the above lists were developed approximately thirty years apart, a rewording of the categories would make the lists very similar in nature and content. Pupils want teachers to be nice people, pleasant to be around, consistent in dealing with pupils, and impartial in the exercise of judgment. New teachers would be wise to study lists of this type in order to develop a pattern of

⁸ *Ibid.*, p. 293.

relationships with the pupils that will result in a positive influence.

PERSONAL AND PROFESSIONAL RELATIONSHIPS

TACTFULNESS IN TEACHING

The teacher must exercise much tact in dealing with pupils. Tact does not connote weakness or evasiveness. It does not signify a lack of standards. It is rather a manner of dealing with people that will develop and preserve the sense of personal worth of the other person. This desire for a feeling of worth or importance is a common phenomenon of human nature. Many of the things that pupils do are done for the purpose of gaining prestige and a sense of importance. The individual possesses prestige and importance only as he believes his worth is recognized and acknowledged by his peers and superiors. Tact is a means of sparing pride, of developing confidence, and of assuring the other person a sense of importance.

Ridicule and sarcasm were popular means of control in the classroom at one time. As a means of control they constitute ways of dealing with pupils that create fear for the loss of prestige in the group. It is very probable that a teacher can preserve a semblance of pupil attention and quietness in the classroom by these negative controls, but it must be recognized that they create an emotional tension and reaction on the part of the pupils that makes learning quite improbable.

Some teachers will find it easy to be tactful, others will find it difficult. If the teacher is a person who envies self-esteem in others, he will find it difficult to employ tact as a means of developing and preserving someone else's self-esteem. If the teacher is a person who can enjoy seeing others build up their sense of importance and self-esteem, he will find it easy to deal tactfully with pupils. Such dealing with pupils requires a high degree of skill. The teacher must be willing to exert major effort in refining his skill in tact and applying it to the work in the classroom. No one can

be tactful for the teacher. He must do it for himself. Success or failure in teaching may be determined primarily on this one aspect of teacher responsibility.

INDIVIDUALS IN A GROUP ENTERPRISE

The new teacher should recognize that when he joins a school staff he is entering into a group enterprise. The concept of his own place in that group will determine in large part his attitude toward it. He should realize early in his teaching experience that the educational experience of pupils is composed of fractionalized school grades, departmentalized programs, specialized services, and many teachers. The teacher who believes that he can accept an assignment in a school system and carry on his work without reference to the services of other staff members will not make his best contribution to the educational program even though his teaching skill may be of the highest quality.

The successful development of a group enterprise must be measured by its total product. It is essential that the individual teacher perform as a member of the group and subdue the urges to "solo" or seek an exclusive spotlight apart from his achievements as a contributor to the group goals. There are three essential elements to successful group action: (1) mutual respect on the part of all staff members, (2) a recognition that there must be diverse tasks performed by members of the group and that the tasks are coördinate in importance, (3) confidence on the part of each individual that he can find a sense of achievement and individual success in the group program of action. The beginning teacher may have more difficulty in achieving these three characteristics than do most experienced teachers, although personality may be more of a determining factor than experience.

THE HALO OVER PAST EXPERIENCE

It is easy to say that one respects his fellow workers. There may be many instances, however, in which he will tend to act in a

manner contrary to his belief. Many new teachers are intolerant of those members of the staff who have had extended previous experience in the school. The new teacher should fortify himself by recognizing that something different from what he had expected may not be bad merely because it does not conform to his anticipations. The new teacher who has had teaching experience often is prone to make reference to the situations of his previous employment. This might be helpful to the members of his new group, but he should be sensitive to the determination of when he has passed that point beyond which he might alienate his colleagues by further references. It appears easy for the teacher to assume that what he brings new to the school situation is good because of its newness. The new that a teacher can bring to the school may well be one of his major contributions. He must not, however, come in as a missionary to enlighten people. His acceptance, as well as the adoption of his ideas, may depend primarily upon his own skill in recognizing the merits of the program that is new to him. He can then offer his ideas based on previous experiences as an enrichment rather than as a substitution. If the new teacher moves to make changes before gaining a full appreciation of the good points of the school system, his action may be interpreted as a lack of respect for the staff members' achievements in that system, and thereby alienate those staff members to the point where they will not respect him. If the mutuality of respect is never gained, or is lost when gained, the group members fail to achieve the first condition of successful group action.

THE DIVERSITY OF PERFORMANCES

The second condition of group action also must be attained by the new teacher if he is going to contribute as a member of the group. There must be a diversity of task or function performed if there is to be a complete and coördinated educational program. The new teacher must have a high regard for his own teaching

responsibilities but it must not be based upon a depreciation of the contributions of others. It isn't necessary that he believe his work to be more important than that of his colleagues. Rather, he should believe that his work is an integral and significant part of the total program of activities in the school. Efforts to secure advantages with respect to class load, time schedule, instructional materials, and so forth, might result in moments of elation because of pupil or public praise. But he could better strengthen his position, as a staff member and as a director of particular activities, by recognizing that few things are accomplished through the efforts of one person alone. His own contacts with pupils, parents, and staff members must reflect at all times the fact that each member of the staff has important contributions to make.

The third condition of successful group action must be developed within the individual teacher. Each one must seek success but he must find that success in or closely related to his effective contribution to the overall goals of the school. He must seek opportunities to coöperate with other teachers. He must express his appreciation for the contribution of others to his own achievements as a teacher. He can strengthen his relationships with his colleagues by working conscientiously to exhibit the above stated three conditions of group action.

TOLERANCE FOR DIFFERENCES

The new teacher, like all others, will experience occasions when another person fails to meet the stated conditions of group action. He can regret such situations but he cannot correct them by discarding his own practice of these criteria of group action. The new teacher should anticipate that there will occasionally be conflicts of ideas, desires, and practices among colleagues. He can fortify himself for these situations by a determination to keep in central focus at all times the welfare of pupils. Differences in opinion, then, become not something requiring success over another person but rather a challenge to exercise skill in personal

relationships which will resolve the differences in favor of pupil welfare.

It is just as important that the new teacher accept the community as it is for the community to accept the teacher. The new teacher must possess an attitude toward the community that will serve as a basis for becoming an integral part of it. If his attitude is right, he will not look critically upon certain aspects of the community which are different from those of his previous experience. He will not assume that he comes into the community as a missionary whose purpose in life is to raise the cultural level of others to his own, which he assumes to be better.

LEARNING ABOUT THE COMMUNITY

The problem of understanding a new community is not a simple one. Each community has an individuality. There will be no one greeting the newcomer into the community who will provide a ready-made social, civic, economic, and religious analysis of the community. Some suggestions and some guide lines may be provided, but the newcomer must gain the understanding of the community and its special characteristics himself. He is not in a position to permit his first contacts in the community to be characterized by active questioning of citizens in a manner that would be common to and acceptable in a college laboratory. Most people in a community would consider the new teacher to be prying into their private affairs even though the questions were strictly related to community structure, activities, and characteristics.

The new teacher must take the time to seek patiently an understanding of the community and its people. This might be based in part upon its historical background. Almost every community has one or more historical incidents that serve as objects of community pride. The name of the community may give a cue to this historical aspect. The newcomer who seeks to learn of the wholesome past will find many citizens willing and happy to provide information. He may thus endear himself to the local people by virtue of his

interest in the community history. It is possible to move from these inquiries about the pleasant aspects of the community to other aspects that may be less pleasant or that may require more searching analysis. The activities which stimulate local pride may serve as the beginning point for inquiries into racial and religious characteristics or social stratification among the citizens. There is comfort as well as protection in knowing the nature of majority and minority groups in the community. The knowledge of existing feuds will help the new teacher to avoid an alignment with either faction or with the wrong group. In all efforts to learn about the community the new teacher should remember that his inquiries are directed to people favorably prejudiced toward that community.

Most communities are highly organized and involve many and varied groups—civic groups, social and fraternal societies, religious organizations, and reform or altruistic agencies. Any teacher will adapt his teaching more appropriately to local needs if he is equipped with facts and understandings about the specific characteristics of the community.

Most communities, particularly small ones, expect the teachers to become a part of them. The tendency to seek escape from the community each week end scarcely convinces the citizens that the teacher really feels himself at home among them. The need for the teacher to be a part of the community does not imply that the teacher must join every organization and attend every public affair. Wise discrimination is as appropriate for the teacher as for the layman. A balance between school and community activities can be a source of respect by the people as well as a source of satisfaction to the teacher. Proper moderation in the participation in community activities will require time for appraisal by the newcomer, and he should see that he has this time rather than being rushed into memberships by particularly aggressive groups. The selection of community activity alignments should not be

based upon social aspirations or economic advantage but upon the desire for satisfactions which can be found in those activities which appeal to one. When the proper number of activities have been chosen and commitments made as a group member, it is important that the new teacher be an effective member. People in other groups will hear of the teacher's contributions elsewhere and, even though regretting their own inability to have attracted the teacher to their groups, will find cause for respect.

The new teacher should participate in the activities of the church of his choice. Most people respect the sincerity of one's religious belief. It ought not to be a question of determining which church affiliation would result in the most advantageous local contacts. Working, playing, and worshiping in the local community provides an excellent basis for the development of common interest between teacher and laymen. Teachers live in a community as professional workers. There should be no desire on the part of any teacher to live at a level lower than that found to be acceptable for other local professional people. One need not adopt peculiarities of language and personal habits in order to feel that he is being a part of the community. Poise, friendliness, and sincerity are the best sources of respect on the part of local people and can serve as a satisfactory bridge between any differences in personal characteristics.

There have been occasions when teachers have gone into a new community and, almost boastfully, reported their discouragement after the first shopping experience. New teachers should anticipate that the shopping facilities in the new community will be different from those of their home town; that difference does not necessarily constitute inferiority. Even when the shopping facilities are inferior to those of their previous experience, they should recognize that criticism of the local stores will alienate not only the store-keepers but the citizens who in the past have been satisfied with those local stores.

SEEKING PARENT COÖPERATION

The new teacher should look upon the parents in the community as being among his most helpful contacts. They probably take the first and keenest interest in the new teacher. Parents are concerned because their children are involved. Successful contacts with the parents will provide a flow of information to other people in the community that the new teacher, because of time limitations, could not achieve through self-initiated personal contacts. Successful participation in community activities will become known to parents, who in turn will report their observations to the children. Favorable parental reports will send the pupils back to school with a sense of pride in their new teacher. The new teacher, profiting from this favorable pupil attitude, will perform more effectively and, in turn, will receive favorable pupil reports to parents. The teacher's effort to understand the community and to take the part of an effective citizen contributes both to his own welfare and to the educational program. His investment of time and talent in the community will be rewarded well personally, socially, and professionally.

Preparation can be made by the new teacher through studying such publications as *Partners in Education* by Muriel W. Brown.⁷ The goals, problems, and techniques of home-school coöperative action are emphasized in this and similar books and bulletins. Brown's last paragraph, which follows, should stimulate any new teacher to seek ways and means of making a contribution to school-community understanding and coöperative action:

Our best opportunities to create community climates of opinion which will nourish and support increasingly significant adventures in cooperation are through systematic and intelligent use of all the modern media of communication—press, radio, screen, and stage. We need to become more and more skillful in dramatizing and disseminating information about education; about schools; about the needs of

⁷ Muriel W. Brown, *Partners in Education*, Washington, D.C., Association for Childhood Education International, 1950.

teachers, parents, children; about human rights and responsibilities. Only in this way can we reach, in ever larger numbers, the individuals and families who are not members of cooperating organizations but are an integral part of community life.⁸

ADAPTATIONS ALWAYS MUST BE MADE

People are confronted continuously with the necessity of adapting to new situations, new problems, and new people. It is not necessary to move to a new community in order to meet an occasion which requires adaptation. The dispositions, habits, desires, values, and other characteristics of people are in almost continuous flux. Perhaps each person is variable, in part, because he is always in the process of attempting to put himself and his environment in harmony. Frustrations may develop when one is unsuccessful in his adaptations, and a keen sense of satisfaction may be experienced when he has achieved adaptation. The person in a new community, more than the natives of that community, is confronted with much more complex problems of adaptation. No one would assure the new teacher that becoming an accepted member of the community and achieving personal satisfaction as a community member are easy to accomplish. The lack of ease, however, may serve as a challenge rather than a barrier to progress.

Each person knowingly or unknowingly is engaged in a struggle to achieve personal security. This security comes when the individual believes that he is rated highly in the minds of his compatriots. Some find it a simple process to achieve a sense of security through various quirks of mental gymnastics of compensatory attitudes and activities. A part of the battle against insecurity must be waged and won before the new teacher is *on location* in the new community. Benefits can be derived by recognizing some of the peculiar facts about human nature before the incidents of experience occur. Thus, the new teacher may gain an

⁸ *Ibid.*, p. 36.

awareness of how other people have succeeded or failed in the quest for security in a new community and be directed by the knowledge of that experience. It should be helpful as a bit of insurance against personal peculiarities to recognize that, while one person is experiencing the pains of making an adaptation to new circumstances, others are experiencing the same thing because a new person came into their midst. The pupils who come to the new teacher's room must adapt to that teacher. The colleagues of the new teacher will be confronted with a new set of habits, purposes, and techniques as well as the face of the new staff member. The people in the community may be mentally balancing the urge to be friendly with the new teacher with the possibility of becoming over-committed to one whose success has not yet become a matter of record. If the new teacher will maintain an awareness of this mutual and reciprocal process of adaptation, it may help to bridge the difficulties, known and unknown, that will be encountered during the first weeks of school.

DESIRE FOR DEPENDENCE AND FREEDOM

Not the least of the problems of adaptation is that of the desire on the part of every person to experience, in proper balance, the need for dependence upon another person and the sense of freedom to pursue his urge for creative activity. The problem of achieving this balance between dependence and freedom is not peculiar to new teachers; it exists in great prominence among the others in a school system. An awareness of this conflict in desire for dependence and freedom is not to be construed as either weakness or strength. Rather, it should sharpen the analysis of personnel problems and nourish the capacity for coöperative group action.

In order to sharpen the focus on the dependence-freedom problem the following illustration is given: New teachers, as well as others, find some of the experiences of self-realization in displaying ingenuity in classroom methods. Each teacher would like to

be, and to be recognized as, a master-teacher. Suppose a teacher introduces, directs, and evaluates a unit of work by a method of instruction that is not understood by the pupils or their parents. The teacher may have thought through the method so thoroughly that he has failed to permit the pupils to experience his process of developing and understanding the method. The pupils revolt and, consequently, the unit becomes a dismal failure for the teacher, who then, as a defeated person with respect to one of his cherished goals, experiences a strong urge to "cry on someone's shoulder." Very often a colleague or administrator may be called upon to hear the troubles of the unfortunate one, who would heartily appreciate some reassurance. If the colleague or the administrator handles the situation with great finesse, the morale of the disheartened teacher revives and he regains his confidence to the point of yielding once again to his urge for creative work. The unhappy incident doubtless will temper his judgment as he gives direction to new creative activities. His next episode may permit the full awareness of creative achievement and an experience of little need for dependence upon another except for a refreshing word of praise. It must be recognized, however, that the desire for a word of praise is an expression of one's basic need for a feeling of dependence upon another. This teacher has both the satisfaction of dependence and the freedom to do creative work.

Many examples could be given in which no such happy balance was achieved. In such cases the teacher may seek complete release from individual responsibility by demanding so much dependence upon the administrator that the latter is forced into being dictatorial even though he has no desire to abandon democratic relationships. As the imbalance swings toward freedom, there is the possibility of losing the landmarks, criteria, and friendly counsel that could steer the creative mind away from serious errors. Common sense should forewarn and forestall an indi-

vidual's succumbing to situations that can have only unhappy conclusions.

THE IMPORTANCE OF PROFESSIONALISM

There is stability to be achieved through professional attitude and conduct. Professional attitude and conduct do not possess unsavory inferences of strait-jacket dominance. They are basically a body of common beliefs and patterns of activity. There are many advantages in achieving professional status. Colleagues can recognize in each other characteristics, purposes, and techniques which they have in common. There is reassurance for each individual as he recognizes his own proficiencies in area and in manner that are the objects of aspiration of his fellow workers. There is reassurance to the individual teacher in knowing that lay people recognize the attributes common to the teaching profession. The uncritical person such as the layman must, for his appraisal of the professional worker, depend upon those characteristics which he learns to observe as the result of encountering them over a period of time and among large and varied groups of teachers. The teaching profession itself has attempted to solidify basic belief and performance by drafting codes of ethics. These codes are not intended to serve in a restrictive fashion upon the teacher except in those instances of malpractice as generally recognized by the profession. Rather, they should serve as a point of reference to the teacher in arriving at the judgments by which his own conduct shall be determined. Samples of these codes of ethics are presented:

ETHICS FOR TEACHERS⁹

A Condensed Statement of The Code of the National Education Association

The teacher should be courteous, just, and professional in all relationships.

⁹ *National Education Association Journal*, May, 1944.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice through study, travel, and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state, and national professional associations are expected.

The teacher should avoid endorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only through properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated through suitable recognition and promotion within the ranks.

Unethical practices should be reported to local, state, or national commissions on ethics.

The term "teacher" as used here includes all persons directly engaged in educational work.

CODE OF ETHICS
FOR
CALIFORNIA TEACHERS ¹⁰

The teacher's Code: Believing that the main objective of education is service to mankind through the development of the whole individual, members of the teaching profession accept these responsibilities—

Responsibility to the Pupil

The first consideration of the teacher is the welfare of his pupil. He guides the pupil in his growth toward maturity, preparing him to be socially and economically competent in the school, the home and the community, and to be happy personally as a responsible member of society.

Responsibility to the Parent

The teacher recognizes the concern of the parent for the child's development and is ready to share this responsibility and to cooperate with the home for the best interests of each child.

Responsibility to the Public

The teacher is in a position of public trust. He serves as a trustee of the social heritage and works for the strengthening of education and for the realization of democratic ideals.

Responsibility to the Profession

The teacher maintains a constructive and cordial attitude, guiding those under his direction, cooperating with his associates, and respecting the authority of those in administrative positions. He helps to improve the status of the profession by developing high standards. He is aware of the values of professional organization and works for their realization.

¹⁰ California Teachers Association, *Code of Ethics for California Teachers*, adopted by C. T. A. State Council of Education, annual meeting, San Francisco, April 9, 1949.

APPLICATION OF PRINCIPLES ¹¹

The following applications of the preceding Code are designed to implement the interpretation of principles—

- I. To meet the responsibility to the pupils, the teacher:
 1. Deals kindly with each child without prejudice or partiality.
 2. Helps the pupil to set up worthy ideals for himself—patience, honesty, courtesy, and tolerance.
 3. Shows the pupil that American citizenship involves responsibilities as well as privileges.
 4. Strengthens the democratic activities of the school.
 5. Encourages the pupil to choose carefully and then prepare thoroughly for the vocation for which he has aptitude and opportunity.
 6. Respects the confidence of a pupil; information given in confidence should be passed on only to authorized persons or agencies that are attempting to aid the pupil.
 7. Introduces the pupil to pleasant and wholesome ways of enjoying leisure time.
 8. Develops in the pupil a respect for wholesome family relationships.
 9. Accepts no remuneration, directly or indirectly, for tutoring or equipping members of his own classes.
 10. Does not use his classroom privileges and prestige to promote partisan politics, sectarian religious views, or selfish propaganda.
 11. Remembering his primary responsibility to the pupil, rejects the strike as a valid means for the achievement of professional objectives.
- II. To meet the responsibility to parents, the teacher:
 1. Seeks cordial relationships with the home.
 2. Listens to the parents' viewpoint and weighs it carefully as an aid to better understanding of the pupil.
 3. Respects the confidence of the parents and avoids making remarks that might discredit them.

¹¹ *Ibid.*

III. To meet the responsibility to the public, the teacher:

1. With an open mind, evaluates the attitudes and activities of the community in order to appreciate its good qualities.
2. Takes part in the better aspects of community life, remembering that his pupils have first call upon his time and energy.
3. Tells the community what the schools are doing for the betterment of the American way of life.

IV. To meet the responsibility to the profession, the teacher:

1. Endorses the principle that the profession must accept responsibility for the conduct of its members and understands that his own conduct will be regarded as a sample of the quality of the profession.
2. Makes his professional life one of continuous growth.
3. Maintains an attitude which strengthens public respect for the teaching profession and for the school system of which he is a part.
4. Encourages young people of ability and sincerity to enter the profession as a life work.
5. Maintains active membership in professional organizations and works through them to attain the objectives which will advance the status of the profession.
6. Exercises his right to participate in the democratic processes which determine school policy. He recognizes that the board of education, which derives its authority from the people it serves, has placed the responsibility for the administration of school policy in the hands of the professional leaders of the school. Once policy is determined, he supports it.
7. Follows ethical business procedures.
 - a. He patronizes reputable employment agencies.
 - b. He requests honest recommendations for himself; he gives honest recommendations for others.
 - c. He does not underbid for a position or apply for a specific position until he knows it is vacant.
 - d. He works for the appointment and advancement of those who are best qualified by ability and experience.

- e. He keeps a legal contract unless canceled by mutual consent of the parties to the contract.
- f. He conducts school affairs through the established channels of the school system.
- 8. Acts with consideration in his contacts with fellow teachers.
 - a. He is kind, tolerant, and loyal, and avoids pettiness, jealousy, and rancor.
 - b. He takes pride in their achievements; he is grateful for their assistance.
 - c. He respects their confidence.
 - d. He criticizes with discretion, knowing that only that criticism is valid which stems from a desire to improve the educational process and which is directed at issues rather than personalities.

Success is a worthy objective for a new teacher. Like success for any other person, it is the result of complex personal qualities and skills, environment and situation. Success for any person is satisfying only when he has an awareness of it. Since this awareness may be materially dependent upon the recognition of success by someone else, a person must realize that his success in teaching is, of necessity, the result of coöperative effort and activity.

Success may possess one nature if it is defined by the pupils, another if defined by the parents, still another in the eyes of one's colleagues, and yet a fourth as viewed by oneself. Success must be acknowledged in the minds of all people involved if it is to be a practical success. There may be many people eager for the new teacher to succeed but no one will be as concerned as the teacher himself. If one develops an assumption that his success is to be the primary responsibility of someone else, he probably is headed for failure. Many people may be mildly interested in the new teacher's success and some may be sufficiently interested to be helpful through their own initiative. The new teacher will find the best assurance and the best insurance in his own initiative as he finds his place in a new school and in a new community.

It is well to remember that teaching is one of the most important of the social services. A prime characteristic of social service is that the service is taken to the people. The new teacher, then, must exert a wholesome amount of initiative in making contact with pupils, colleagues, and lay people. This initiative, coupled with teaching skill and a personality that bespeaks friendliness, will lead the teacher to success in a new school situation.

DRAMATIZATION OF A NEW TEACHER IN A NEW COMMUNITY

The medium of the drama often is more effective in communication than all others. Chapter 9, up to this point, has utilized description as the chief means of presenting the responsibilities of the new teacher in the process of his own induction. It is believed that the following broadcast script is so convincing that every new teacher should read it. It is a script of the CBS broadcast at twelve noon on Saturday, October 11, 1952, and is given here in its entirety except for the deletion of the commercials.

BROADCAST SCRIPT ARMSTRONG'S THEATRE OF TODAY Presents "NEW TEACHER"¹² By Peggy Hilton

* * *

CAST

ANN KENDALL

PAT WHEEL

GIL FISHER

BILL QUINN

¹² A radio program prepared and produced by Batten, Barton, Durstine and Osborn, Inc. (Included in this book by permission of Batten, Barton, Durstine and Osborn, Inc., New York City.)

MR. CURTIS

JOHN STANLEY

MISS HAMILTON

HELEN SHIELDS

JIMMY PARSONS

LARRY ROBINSON

BUS DRIVER (DOUBLE CURTIS)

* * * * *

MUSIC: BONG (1) . . . BONG (2) . . . BONG (3)

ANNOUNCER

High noon on Broadway . . .

MUSIC: BONG (4)

12 o'clock in Charlottesville, Virginia, on
the last day of the Apple Harvest Festival!

MUSIC: BONG (5)

11 o'clock in Aberdeen, South Dakota, where
they're celebrating Gypsy Day!

MUSIC: BONG (6)

10 o'clock in Tombstone, Arizona, where
preparations are under way for the annual
Tombstone Days!

MUSIC: BONG (7)

9 o'clock in San Francisco, California, at
the peak of the Art Festival!

MUSIC: BONG (8) AND INTERLUDE

ANNOUNCER

And all over America, it's time for Armstrong's Theatre of Today—presenting a story about a civics teacher—who learned an important lesson outside of class.

(MUSIC: THEME)

(COMMERCIAL OMITTED)

(MUSIC: OUT)

(BEAT) And presented each week in the CBS Radio Theatre on 45th Street just off Broadway.

Now the curtain rises on the First Act of "NEW TEACHER" by Peggy Hilton, in Armstrong's Theatre of Today.

(MUSIC: INTRO. TO ACT I)

ANNOUNCER

The sign at the outskirts of town reads "East Ashton. Established 1870. Population 9632." It's a sign of little or no interest to most of the passengers on the southbound bus. In fact the only passenger watching for it is one girl in a navy blue suit.

(SOUND: FADE BUS IN UNDER)

She has gotten up now and pulled her suitcase from the luggage rack as the bus slows down and stops in front of the news dealer-confectionery shop that serves as a terminal.

(SOUND: AIR BRAKES)

BUS DRIVER

East Ashton.

(SOUND: BUS DOOR OPENING. LIGHT TRAFFIC NOISE)

BUS DRIVER

Need any help with that bag, lady?

ANN (STEPPING OFF)

No, thank you. I can manage.

BUS DRIVER (OFF)

Next stop, Fuller's Point.

(SOUND: BUS DOOR CLOSES, BUS MOTOR ROARS AND FADES)

GIL (FADING IN)

'Morning. Can I help you with that suitcase?

ANN

I can manage, thank you -- if I could just find a --

GIL (CUTS IN)

If you're hoping for a taxi, I'm afraid you're out of luck. They're only two of 'em, and one's laid up with a cracked cylinder block and the other's gone fishing.

ANN

Oh -- well, thank you. I was wondering.

GIL

There's a Center Street bus in about forty-five minutes. Otherwise you'll have to walk or maybe hitch a ride with Gil Fisher.

ANN

Gil . . . Fisher?

GIL

Local character who goes by the title of Advertising Manager of the East Ashton Weekly Chronicle. Also repairs the press, writes or invents most of the news and meets incoming celebrities.

ANN

Well, I -- certainly wouldn't want to walk. Where would I find this Mr. . . . Fisher?

GIL

You just found him. I told you he meets all the incoming celebrities.

ANN (NONPLUSSED)

Oh.

GIL

Car's right over here.

ANN

No . . . really. I wouldn't want to trouble you.

GIL

No trouble at all. You can give me the story on the way.

ANN

What story?

GIL

Here -- let me take that suitcase for you.
(SOUND: OPEN CAR DOOR)

ANN

Oh . . . thanks.

GIL

In you go.

(SOUND: CLOSES CAR DOOR. . . . OPENS OTHER DOOR)

GIL (CLIMBING IN)

Now -- the story of how you happened to choose East Ashton to settle down in.

(SOUND: CAR STARTS)

ANN

Settle down? How do you know I'm not just a casual visitor? Oh -- and excuse me, but I haven't given you the address. . . .

GIL

18 Walnut. Second floor front. Mrs. Scudder's.

ANN (SURPRISED)

That's right. But how did you . . .

GIL

There are few secrets in East Ashton. A new schoolteacher arriving -- and coming from the city -- is an important news item.

ANN

Oh, I see.

GIL

By the way, how did you happen to pick East Ashton?

ANN

I'm afraid that won't make your front page, Mr. Fisher. I happened to hear about a vacancy on the high school faculty and applied. That's all.

GIL

That's just what interests me. Why did you want to leave a big city school and come out here?

ANN

If you weren't a reporter, Mr. Fisher . . .

GIL (FINISHES FOR HER)

You'd think I was being inquisitive. (LAUGHS) I guess I am. Actually I was hoping you'd say "I came here because East Ashton is such a thriving town and I've heard so much about its future!"

ANN

Well, hardly!

GIL

I see. . . . Don't even like it, eh?

ANN

I'm afraid I know very little about it. If you must know, I wasn't satisfied with my job in the city, and this was the first vacancy I came across.

GIL

Oh. (PAUSE, THEN SERIOUSLY) Sorry if I made you mad. I just thought we'd run a little story on your arrival -- sort of a welcome, you know.

ANN

Well . . . thank you. I -- didn't mean to be rude.

GIL (PAUSE)

You teach civics, don't you?

ANN

Yes.

GIL

Oh -- by the way, this is where our county fair will be held next week. It's a busy town. And a friendly one. You'll like it.

ANN (DRYLY)

You certainly seem enthusiastic about it.

GIL

I'd be glad to show you some of it if you want to take the time.

ANN

Thank you, but -- I expect I'll be seeing plenty of it before the end of the school year.

GIL

Maybe tomorrow? You won't be reporting until Monday.

ANN

Thanks just the same, but I have quite a

bit of reading to do before then. The school here uses a different textbook from the one I've been using.

GIL

Okey, next Sunday then. I'll take you to the fair.

ANN

Mr. Fisher, I'm sure you're just being... "friendly," and I do appreciate the ride, but . . .

GIL

Which, by the way, is over. (CAR SLOWS)
This is Mrs. Scudder's.

ANN

Oh. Thanks again. . . .

GIL

Not at all. I'll get your suitcase.

ANN

Never mind, thank you. I can manage.

GIL

Right. (OPENS DOOR) Miss Kendall. . . .

ANN

Yes?

GIL

Remember what I said. It's a nice town.
(ADDS POINTEDLY) If you give it a chance.

(MUSIC: BRIDGE)

CURTIS (CHEERFULLY)

Sit down, Miss Kendall, sit down. And allow me to welcome you to East Ashton High.

ANN

Thank you, Mr. Curtis.

CURTIS

I hope you'll be very happy here. I've arranged for Miss Hamilton to take your classes today so you may observe and become acquainted . . .

ANN

That isn't necessary, thank you. I'm quite ready to begin.

CURTIS (LET DOWN)

Oh? Well . . . as you wish. I think you'll find civics well received by your students. Our boys and girls take a great pride in

community affairs here. They exhibit at the county fair, participate in public events . . . civics is not a dry, textbook subject with us.

ANN

I wanted to ask you about that, Mr. Curtis. I've been going over the textbooks you do use, and I'm afraid I don't think they're as good as --

(SOUND: DOOR OPENS)

MISS HAMILTON

May I come in?

CURTIS

Oh come in, come in, Miss Hamilton. This is Miss Kendall.

ANN

How do you do?

MISS HAMILTON

I'm so happy to meet you, Miss Kendall. If there's anything any of us can do to help you get acquainted. . . .

CURTIS

Miss Kendall, I understand you are interested in music. That's Miss Hamilton's

hobby, too. Perhaps you'll be able to help her with the girls' choral club.

ANN

Well, I . . . I did major in voice at the university.

CURTIS

Yes, so I understand. Then I'm sure you'll have a lot in common.

MISS HAMILTON

There's a choral club meeting this afternoon, if you'd like to come, Miss Kendall. We're working on the Pilgrims' Chorus.

ANN

The Pilgrims' Chorus! But that's for male voices.

MISS HAMILTON (A LITTLE
TAKEN ABACK)

Er -- yes -- I know -- but it's such lovely music. And that's what's important, isn't it?

CURTIS

Er -- Miss Hamilton, why don't you take Miss Kendall along and introduce her to her home room? If you're at all nervous about

anything, Miss Kendall, please don't hesitate to come to me.

ANN (SURPRISED)

Nervous, Mr. Curtis? Why should I be nervous?

CURTIS

Eh? Oh . . . well, then . . . good, good! We hope you'll be very happy here, don't we, Miss Hamilton?

MISS HAMILTON (A BIT UNEASILY)

Yes . . . yes, of course. We certainly hope so, Miss Kendall.

(MUSIC: BRIDGE)

ANN

And that will be all for today. Your assignment for tomorrow . . .

A VOICE (INVOLUNTARILY,
OFF)

Assignment!

ANN (ANNOYED)

Yes, of course, assignment. I'd like each of you to bring in a two hundred word essay on the city manager system of government. Class dismissed. (THERE IS A PAUSE) Well?

I said class dismissed. Oh -- I see, you're waiting for the bell.

JIMMY (AFTER A PAUSE.
OFF)

Miss Kendall.

ANN

Yes, what is it? And give me your name, please, until I learn to remember all of you.

JIMMY (OFF)

Jimmy Parsons. Miss Kendall -- excuse me, but . . . we don't usually get assignments during the week before the fair.

ANN

I beg your pardon?

JIMMY (OFF)

I mean -- well, it's because we're most of us working on our exhibits, and the fair starts Saturday. I've got a heifer that's got to be . . .

ANN

A heifer!

JIMMY (STARTLED)

Yes'm.

ANN (LAUGHS)

I'm sure I wish you good luck, but I'm afraid that has nothing to do with the subject of this class. The assignment stands.

JIMMY (OFF)

But, Miss Kendall . . .

ANN

I said the assignment stands. Civics is an important subject, and I expect it to be taken seriously, heifers or no heifers.

JIMMY

But, Miss Kendall . . .

ANN (SHARPLY)

Class dismissed.

(MUSIC: BRIDGE)

(SOUND: HEELS CLICKING SHARPLY ON SIDEWALK)

GIL (OFF)

Miss Kendall!

(SOUND: HEELS STOP)

GIL (FADING IN)

I thought that was you. I stopped by Mrs. Scudder's and she said you'd gone for a walk.

ANN

Oh . . . hello, Mr. Fisher.

GIL

Mind if I walk with you?

ANN

Not at all.

GIL

How did you like your first day?

ANN

Oh -- it was about as I expected. Fairly smooth, I think.

GIL (BEAT)

Do you really think that?

ANN

Why, yes. Why? What do you mean?

GIL

Seems to be a little difference of opinion.
I heard you had a little trouble.

ANN

Trouble? Heavens, no! (THEN) Oh -- if you
mean about the boy . . . Jimmy Parsons. . . .

GIL

I know Jimmy pretty well. He's a bright kid.

ANN

I'm sure he is.

GIL

You probably know he edits the school paper.
We let him use our press for it.

ANN

No, I didn't know that.

GIL

I guess you didn't know how important ^{the}
county fair is to those kids, either.

ANN

Mr. Fisher, really, if you're going to ar-
gue with me.

GIL (CUTS IN)

I am going to argue with you, whether you like it or not. Frankly, I don't know why I'm doing this unless it's because I hate to see people unhappy. . . .

ANN

If Jimmy is unhappy, I'm sure it isn't . . .

GIL (CUTS IN)

I'm not talking about Jimmy. I'm talking about you.

(SOUND: FOOTSTEPS STOP)

ANN (INCREDOULOUS)

Me! You think I'm unhappy!

GIL

I know darned well you are. . . . And I'm going to say what I have to say . . . whether you admit it or not!

ANN (DRYLY)

Well! That's very kind of you.

GIL

Look -- you've been in school one day and you've already succeeded in offending the

principal, hurting Miss Hamilton's feelings and completely alienating your civics class.

ANN

I appreciate your concern, but.

GIL

I am concerned. For some reason which I can't explain, I have the cockeyed idea that you're a lot nicer than you seem to be trying to prove you are.

ANN

Is that all, Mr. Fisher?

GIL

Yes. Yes, I suppose it is, if you feel that way about it.

ANN

Then goodnight, Mr. Fisher.

GIL (BEAT)

Goodnight, teacher.

(MUSIC: CURTAIN)

(APPLAUSE)

(COMMERCIAL OMITTED)

ANNOUNCER

Now -- the Second Act of "NEW TEACHER" in Armstrong's Theatre of Today.
(MUSIC: ACT II)

ANNOUNCER

In her first day at East Ashton High, Ann Kendall has managed to offend the principal, at least one other teacher, her entire civics class, and Gil Fisher, who has been trying to befriend her. It's the next afternoon now, and the civics period is about to start again when Ann is stopped outside her classroom door by the principal, Mr. Curtis.

(SOUND: BABBLE OF PUPILS' VOICES IN HALL)

(LIVE AD LIBS)

CURTIS

Oh, Miss Kendall -- could I speak to you for a moment?

ANN

Certainly, Mr. Curtis.

CURTIS

I -- er -- understood that you had a little difficulty with this group yesterday. I should have warned you that we usually are a bit more lenient with the children during the time just before the county fair. Most of them take a great interest in it, and

that's the sort of thing the school wants to encourage.

ANN

I understand, Mr. Curtis. But I'm sure you'll agree that it's very important for a teacher to get the upper hand in her classes before the students do.

CURTIS

Upper hand. Er . . . I see your point, but perhaps . . .

(SOUND: BELL)

CURTIS

Well, I won't keep you now. But if you do have trouble. . . .

ANN

Thank you, Mr. Curtis. I'm sure I won't.

(SOUND: BABBLE SUBSIDES. NOISE OF BOYS AND GIRLS CLATTERING INTO SEATS. LIVE AD LIBS)

(SOUND: DOOR CLOSES)

ANN (RAISING HER VOICE)

Take your seats, please. That was the last bell.

(SOUND: CLASS GROWS QUIET)

ANN

Please pass your homework papers to the front desks. Those at the two outside desks will bring them to me.

(THERE IS SILENCE)

ANN

Well?

(SOUND: A SLIGHT, UNCOMFORTABLE STIRRING)

ANN

I asked for your assignment papers.

JIMMY (OFF)

Miss Kendall.

ANN

Yes.

JIMMY

Jimmy Parsons.

ANN (DRYLY)

I remember.

JIMMY

We didn't do the assignment.

ANN (STUNNED)

You -- what?

JIMMY (STOUTLY)

We didn't do the assignment. None of us did. We didn't expect it and we had a lot of work planned for last night. There was a junior fair committee meeting, and my heifer . . .

ANN

Just a minute. (PAUSE) Am I to understand that every single one of you deliberately and willfully ignored an assignment?

JIMMY

That's right, Miss Kendall. The fair has always been sort of a . . . a project, and we figured you didn't understand. . . .

ANN (COLD ANGER)

Do you understand that this is a class in civics, and that the purpose of this course is to teach . . .

JIMMY (INTERRUPTS)

Community living.

ANN (STARTLED AT THE INTERRUPTION)

I beg your pardon?

JIMMY

The purpose of this course is to teach community living. And in East Ashton, the county fair is an important part of . . .

ANN

Is correcting your teacher considered a part of East Ashton etiquette?

(THERE IS A SLIGHT TITTER)

JIMMY (BEAT)

I don't know, ma'am. We've never had to do it before.

(THERE IS ANOTHER TITTER)

ANN (QUICKLY)

Quiet, please. (WITH DEADLY CALM) Tell me -- is there any activity planned this afternoon in connection with the fair?

JIMMY

Well -- we were supposed to start working on the pens over at the fair grounds. That was the schedule . . .

ANN

From the way you say "supposed to be" I'm sure you know what I have in mind.

JIMMY

Yes'm. You're going to keep us in all afternoon.

ANN

Precisely. To write last night's assignment.

JIMMY

Yes'm. That's what we figured you'd do. So we went over and built the pens at five o'clock this morning.

(MUSIC: BRIDGE)

(SOUND: HEELS CLICKING SHARPLY ON SIDEWALK)

GIL (FADING IN)

Evening.

ANN (STOPS WALKING)

Oh.

GIL

I've been waiting for you. Haven't seen you for a couple of days.

ANN

Mr. Fisher, if you're going to give me another lecture . . .

GIL

Not at all. I know my limitations. I just thought you might like a copy of the Weekly Chronicle.

ANN

Oh. Thank you.

GIL

Your arrival is covered on page 2. Here. Try it under the street light.

ANN (OPENING PAPER . . .
AFTER A PAUSE)

This is -- very nice.

GIL

I set it up before I saw you the other night. Didn't seem neighborly to change it just because we had a little argument.

ANN

I -- don't quite know what to say.

GIL

Don't say anything. You do have everything I covered in the story. Education -- brains -- (BEAT) looks.

ANN

Thank you. (SMILES) Is it good reporting to tell only -- half the truth?

GIL

I don't know the other half yet. If you tell me what you're sore about some day -- maybe that'll be another story.

ANN

I'm not -- sore really. Anyway, not at you any more.

GIL

Good. One step in the right direction. Like to walk?

ANN

Love to.

(MUSIC: BRIDGE)

ANN (UPSET)

MR. Curtis. . . .

CURTIS (SLIGHTLY OFF)

Oh, Miss Kendall. Come in, come in.
(SOUND: DOOR CLOSES)

ANN

Mr. Curtis -- have you seen this?

CURTIS

Eh? Oh -- the school paper. Why . . . yes, yes, I have.

ANN

Did you see this . . . this poem!

CURTIS (CLEARING THROAT)

Uh . . . yes, I believe so.

ANN

First they rebel against me in class and now . . . and now . . .

CURTIS

Well, now, Miss Kendall . . .

ANN

Isn't this paper supervised, Mr. Curtis?

CURTIS

Er . . . I admit, Miss Kendall, this . . . er . . . poem did slip by someone's notice. . . .

ANN

Someone? Who is the faculty supervisor of the paper?

CURTIS

Why . . . er . . . Miss Hamilton, as a matter of fact. But I'm sure . . .

ANN

So am I, Mr. Curtis.

CURTIS

The student editor -- the Parsons boy will be severely reprimanded. And naturally, I'll have to speak to Miss Hamilton. Of course, we do overlook an occasional good-natured lampoon once in a while . . .

ANN

Good-natured lampoon! Listen to this! Just listen!

K's for the Kettle of fish that we're in.

E is for Enemy. How can we win!

N is for Nobody -- he's on her side.

D is for Damages done to our pride.

A is for Awful and Agony, too.

L is for Leave, which we hope she will do.

L is for Lemon, and this one goes double.

Put them together; they only spell trouble!

K . . . E . . . N . . . D . . .

CURTIS (UNCOMFORTABLY)

Yes, yes, I know. It's -- er -- unmistakable.

ANN

It's more than that, Mr. Curtis. It's unforgivable!

(SOUND: KNOCK ON DOOR. DOOR OPENS)

JIMMY (UNEASILY)

Excuse me. . . . May I come in, Mr. Curtis?

CURTIS

Oh . . . Jimmy.

ANN (ICILY)

By all means, Jimmy. Come in.

JIMMY

Oh -- Miss Kendall. (PAUSE) I -- didn't know you were here, but I came to . . . to . . .

CURTIS

It's pretty late for an apology, young man.

JIMMY

Oh, not to apologize, sir. I mean -- I came to explain. You . . . you'll never believe this, Miss Kendall -- but I didn't mean for that . . . that poem to get in the paper.

ANN

Then you admit you wrote it?

JIMMY

I wrote it all right. But printing it was a mistake. I . . . I've been working so late at night trying to do my assignments and get my heifer ready for the fair, I . . . I fell asleep. And old Mr. Tutwiler, down at the Chronicle -- he does our typesetting for us -- he never bothers to read what he prints for us anyway and he got the wrong piece. It . . . it doesn't sound very convincing . . . does it?

ANN

No, Jimmy. It doesn't sound very convincing.

JIMMY (MISERABLY)

Well, I'm . . . I guess I'll have to be suspended or . . . something.

CURTIS

I'm very sorry, Jimmy, but even if it was a mistake, it was a serious one.

JIMMY

Yes, sir.

CURTIS

You stand suspended, young man.

JIMMY (LOW)

Yes, sir.

CURTIS

That is . . . unless . . . (HE WAITS)

ANN

It -- isn't quite fair to leave it up to me,
is it, Mr. Curtis?

CURTIS (SIGHS)

No. No, of course not. You may go, Jimmy.

JIMMY

Yes, sir.

(SOUND: DOOR CLOSES)

CURTIS

It may have been a mistake, as the boy said,
Miss Kendall.

ANN (CHOKED, INCREDULOUS)

He never even . . . said he was sorry!

(MUSIC: BRIDGE)

ANN

I've made up my mind, Gil. I'm leaving.

GIL

Giving up, eh?

ANN

I suppose it looks that way to you. Yes. I'm giving up.

GIL

Have you ever really tried, Ann?

ANN

I . . . I was going to. After I talked to you the other night. I felt so . . . small. I wanted to try then. But now . . .

GIL

It was a mistake, you know. The kid told me the truth about that. Tutwiler said when Jimmy woke up and found out what had happened, he was fit to be tied.

ANN

But . . . he wrote it. Don't you see? He wrote it, and he meant it!

GIL

Yes, that's true.

ANN

I could never stay in this town now. Never!

GIL

Just because an impulsive kid got mad and lost his judgment for a minute?

ANN

You forget that everybody probably agrees with him.

GIL

How will they ever know they were wrong unless you take the time to show them?

ANN

Gil, it's no use.

GIL

Didn't you ever get mad and do something silly?

ANN

I . . .

GIL

Weren't you ever mad at a teacher . . . a friend . . . a man, maybe?

ANN (GASPS)

That -- isn't any of your business. (THEN, RECOVERING QUICKLY) I . . . I mean . . .

GIL (SUDDENLY ABASHED)

Sorry, I -- didn't mean to touch a sore spot. Ann . . . that was accidental, please believe me.

ANN

You have the most . . . amazing way of getting at facts!

GIL

I'll forget I got at that one. You were right. It's none of my business. I won't -- bother you again. . . .

ANN

Gil, wait . . .

GIL

I guess I had the screwball idea that maybe you . . . we . . . Well, skip it. Goodbye, Ann. Make up with the guy, and don't think too badly of East Ashton.

ANN

Gil, listen to me!

GIL (FADES)

Sorry, if I held you up. So long.

ANN (BEAT. LOW)

So . . . long, Gil. . . .

(MUSIC: CURTAIN)

(APPLAUSE)

(COMMERCIAL OMITTED)

ANNOUNCER

Now -- the Final Act of "NEW TEACHER" in Armstrong's Theatre of Today.

(MUSIC: ACT III)

ANNOUNCER

It is the next morning, twenty minutes before the opening bell at East Ashton High

School. Some of the earlier students are already on hand as Ann Kendall turns slowly and begins to climb the steps. She stops as she hears her name called.

(SOUND: HIGH SCHOOL CHILDREN'S VOICES IN BG, OUTDOORS)

MISS HAMILTON (FADING IN)

Miss Kendall! Miss Kendall!

ANN

Yes . . . ?

MISS HAMILTON (ON)

Do you have a minute?

ANN

Oh . . . Miss Hamilton. Well -- I did want to see Mr. Curtis before the first bell.

MISS HAMILTON

I won't keep you. But -- there is something I wanted to say --

ANN

What is it, Miss Hamilton?

MISS HAMILTON

It's about the . . . the jingle in the

school paper. I feel responsible, and I . . . I want you to know I wouldn't have had it happen for the world.

ANN

It wasn't your fault.

MISS HAMILTON (UNHAPPILY)

I am faculty supervisor of the paper.

ANN

It was a mistake, Miss Hamilton. Jimmy explained that, and it's been verified.

MISS HAMILTON (RELIEVED)

Oh . . . I'm so glad. I heard that Jimmy had been suspended, and I was sure . . .

MISS HAMILTON (SURPRISED)

He has? But -- didn't you just say . . . ?

ANN

It was a mistake, yes. But you must admit it was a . . . rather humiliating one.

MISS HAMILTON

Yes, of course. (SMILES RUEFULLY) Miss Kendall -- do you know what the children used to call me?

ANN

Why . . . no.

MISS HAMILTON

Old Hambone. One of them slipped in class one day and said it aloud. You see, children consider teachers their natural enemies at first. But I've always felt it's our responsibility to -- what I mean is, since we're older . . .

(SOUND: BELL RINGS)

MISS HAMILTON (CONFUSED)

Oh, dear! I've made you miss seeing Mr. Curtis.

ANN

It's all right. Miss Hamilton . . .

MISS HAMILTON

Yes, Miss Kendall?

ANN

You've been very kind. Could you -- meet me after school?

MISS HAMILTON

This afternoon?

ANN

Yes. I . . . I think I'd like to see the fair grounds. Would you show me the way?

MISS HAMILTON

Why, of course! I'd love to!

(MUSIC: BRIDGE)

(SOUND: NOISE OF HAMMERING AND OTHER CONSTRUCTION)

MISS HAMILTON

These pens are only temporary, of course. In a year or so we hope to have a permanent exhibition hall.

ANN

Excuse me. Where would Jimmy Parsons be working?

MISS HAMILTON

Jimmy? Why -- let me see. . . . Oh -- there he is.

JIMMY (FADE IN)

Hi, Miss Hamilton. (THEN) Oh. Oh, hello, Miss Kendall.

ANN

Hello, Jimmy. The pens look fine.

JIMMY (LOW)

Thank you.

MISS HAMILTON

Jimmy . . .

ANN (QUICKLY)

Is this the one your heifer will be in?

JIMMY (BEAT)

I . . . guess maybe she won't be here, Miss Kendall.

ANN (SURPRISED)

Won't be here?

JIMMY (UNCOMFORTABLY)

She was entered in the students' group.
She . . . won't be eligible now.

ANN

Do you mean -- you won't be allowed to exhibit because of . . . being suspended from school?

JIMMY (LOW)

That's the way it is.

MISS HAMILTON

Jimmy, Miss Kendall . . .

ANN (INTERRUPTING)

Excuse me -- but, Jimmy -- if you're not planning to exhibit your heifer, why do you happen to be out here working today?

JIMMY

I can still help the other kids, Miss Kendall.

ANN

I . . . see.

MISS HAMILTON

Jimmy -- Miss Kendall went to Mr. Curtis this afternoon and had you reinstated in school.

JIMMY (GULPS)

You . . . you did? I . . . well . . . thanks, Miss Kendall. But I . . . I don't understand.

ANN

I asked Miss Hamilton to bring me out here so I could tell you myself, Jimmy. And so I could apologize for . . . losing my temper.

JIMMY (PAUSE)

I guess I'm the one that ought to apologize. I mean -- about writing that thing in the first place. I was . . . just sore, I guess. I know it isn't any excuse, but I guess when people get sore they just -- take it out on somebody.

ANN

Or -- on everybody.

JIMMY

What, Miss Kendall?

ANN

You've taught me something, Jimmy. You and Miss Hamilton -- all of you.

JIMMY (SURPRISED)

Me, Miss Kendall?

ANN

Do you still have time to have your heifer entered in the competition?

JIMMY (BEAMS)

Yes, ma'am! I'll take care of it right away!
(FADES FAST) Excuse me.

GIL (FADING IN)

Hello, Ann. Miss Hamilton.

ANN

Gil!

MISS HAMILTON

Hello, Mr. Fisher.

GIL

Forgive me for eavesdropping. Newspaperman's privilege.

ANN (NONPLUSSED)

Oh . . .

MISS HAMILTON (BEAT)

If you two will excuse me -- I think I'll see how the building is coming along.

GIL (PAUSE)

I'm glad you got Jimmy reinstated.

ANN (SLOWLY)

It was the only thing I could do. You were right -- I was "sore." At the whole world, I guess. You and Jimmy and Miss Hamilton made me see how selfish that was.

GIL

How much more was I -- right about?

ANN

You were right about the man.

GIL

Oh.

ANN

But -- only partly, Gil. I didn't leave the city just because of a . . . a lover's quarrel. He was . . . married last month.

GIL

I'm -- sorry.

ANN (SMILES)

I'm not.

GIL (HOPEFULLY)

You're not? Really?

ANN

Really. It was . . . hurt pride more than anything else. I . . . I don't know why all of you bothered with me!

GIL (GRINS)

Neither did I for a while. And I still can't speak for the others -- but I can for myself -- if you can walk in those shoes.

ANN (SURPRISED)

Shoes?

GIL

I'm doing a preliminary story on the fair. Like to make the rounds with me?

ANN

Why not? Community projects are a part of civics, aren't they? And besides -- this is my community.

(MUSIC: CURTAIN)

^{etc}
(APPLAUSE)

(CUE THEME)

(COMMERCIAL OMITTED)

Pat Wheel played Ann. Bill Quinn was heard as Gil. Larry Robinson played Jimmy. Others in the cast were Helen Shields and John Stanley.

Original music was composed and conducted by Harold Levey. The program is directed by Jack Tyler and produced by Ira Avery.

ANNOUNCER

Be sure to listen next week for another new drama in Armstrong's Theatre of Today!

(MUSIC: THEME)

This is Bob Sherry --

(COMMERCIAL OMITTED)

THIS IS THE CBS RADIO NETWORK.

WHAT DO YOU KNOW AND WHAT DO YOU
THINK ABOUT THESE QUESTIONS?

If you are a beginning teacher—

Did you find it easy to make friends in high school and college? Did it take effort on your part to make friends? Do you think it different to make friends as a student than as a teacher? If yes, what is that difference? Do you think that a teacher holds a position of consequence in the community? Does the position entitle you to some deference in respect and attention? If deference is not forthcoming, will you resent the oversight or neglect? What deference, if any, do you owe to the citizens of the community? What is your responsibility in "getting along" with the pupils and parents? Do you have some minimum expectations of the pupils and the parents? Do you think that they have some minimum expectations of you? What do you think that they expect of you? Have you spoken a disparaging word about the community or about any resident of the community? Where did you say it? Do you think anyone heard you other than the one to whom the remark was directed? How do you know that no one else heard you? Are any of your new teaching colleagues old? How old are they? Do you think they are in a rut? What kind of rut is it? Have you tried to understand their reasons for doing the things that made you think them in a rut? If you didn't, how do you know they are in one? In what ways do you think you will be different when you get that old? If you were an older teacher, what advice would you give to a young teacher like you?

If you are an experienced teacher in a new position—

Did you like your former position? Why did you leave it? What did you expect by way of improvements in employment when you accepted the new position? Do you think you made a wise choice in changing? Why? Did you have many friends among teachers, pupils, and laymen in your former community? Can you recall how they became your friends? Did it take much effort on your part? Do you think there is an equal opportunity to make friends in your new position? Are the curriculum and methods in your new position much different from those in your former position? Have you talked to anyone about what you did in another position? Did they ask for the information or did you volunteer it? How many times have you talked about your previous teaching experiences? Have you overdone it? How do you know that you haven't? Would you like to go back to a former position? Why? How long do you plan to stay in your present position? Do you think what you think shows in the things that you do? If yes, are you satisfied with what shows?

If you are an administrator—

Do you think that a new teacher must make a positive effort to adjust to a new school and to a new community? What do you think new teachers should do in this respect? Have you talked with the new teachers about the specific responsibilities that they should take in their own induction program? What did you tell them? Are you satisfied with the results of your advice to them?

CHAPTER 10

Planning a Program of Induction for New Teachers

A program which is designed to help, improve, maintain, or promote staff morale and effectiveness will succeed if those responsible for it understand and apply some of the basic psychology of human behavior. There are emotions, attitudes, likes, and dislikes which are common, in varying degrees, to all people. The wise administrator is aware of these human characteristics and will do everything possible to provide an environment in which people as individuals and in groups can work with the minimum amount of frustration, insecurity, and fear.

The preceding chapters of this book have been devoted to the problems of people who are new to a position. More specifically, they have dealt with those problems found by teachers who are new to a teaching position, a school, and a community. The recognition and identification of a problem are steps toward its solution; however, the techniques and processes necessary to solve the problem also are of importance and are often more elusive than its identification and recognition. This chapter will suggest techniques and processes designed to help the administrator and teaching personnel devise an induction program for new teachers which will be effective. The chapter should be considered as suggestive only; it should not be accepted as a master plan or a fixed

pattern of induction activities. Each school and each community should plan a program that will be unique to their own needs and situations.

BASIC AGREEMENTS

It is necessary that there be an agreement as to what a program of induction is, when it begins, when it ends, what its important elements are, and who has responsibility in it. The authors believe the following and base their suggestions on them.

1. An induction program is an organized set of activities, based on a knowledge of human psychology, to help teachers who are new to a school system adjust to the school, to their fellow teachers, to the community, and to the teaching assignment with a minimum amount of frustration and insecurity. Only when a school is doing everything possible to help new teachers can those new teachers be evaluated with respect to actual skills, knowledges, abilities, and potentials each possesses as a teacher.
2. The induction process begins with the first official contact that the new teacher has with the school. In a majority of cases this is the notification of an existing vacancy in a particular school or school system. From this point onward attitudes, opinions, hopes, desires, fears, and frustrations may confront the person who goes through the process of application and final agreement of employment.
3. The induction of a teacher ends when he is able to stand, as any experienced member of the staff, with a feeling of security which will enable him to teach effectively without undue fear or apprehension of the present, the future, his fellow teachers, the pupils, laymen, or his professional problems. The process of induction cannot be measured in terms of days or months because some teachers will take longer than others in making the full adaptation as a member of the school staff. Practically speaking, the school should have some organized means of helping all new teachers for at least one year, and an organized means of helping

individual new teachers for an extended time, which means until they can profit sufficiently from a supervisory program designed for the entire staff.

4. The induction program must have several important elements.
 - a. All teachers must believe it desirable and necessary. The philosophy, purpose, and plan of the induction program should be the product of coöperative effort on the part of laymen, pupils, and professional staff.
 - b. The program must provide a means of giving adequate accurate information and help from the time the teacher is notified of the position to the time he can take over his task without the aid uniquely designed for new teachers.
 - c. Each person who has a special function in the program must understand what his tasks are and how they fit into the total induction plan.
 - d. The program of induction allows for help and information based on the needs of those being inducted as well as those assisting in the inducting activities.
 - e. Selected citizens who are active in community organizations, government, and business are important members of the induction team. They must be informed about the program and be given specific tasks and responsibilities.
 - f. The time devoted to the induction of new staff members is not so great as to become a burden to new staff members.
 - g. Some adjustment is made in the teaching loads of new teachers in order that they can take full advantage of the induction program.
 - h. Students, teachers, administrators, school board members, and community leaders are utilized in the induction process.

DEVELOPING THE PHILOSOPHY AND PLAN OF INDUCTION

The philosophy and purposes of induction will have a certain uniqueness in each school or in each system. Schools located in

industrial communities may have problems for new teachers that are different from those in schools located in the ordinary rural, urban, or residential communities.

Several staff meetings should be devoted to discussing the prob-

Form I

A. To the Staff: Remember when you came to this school community? As you look back, what things would you like to have known when you were first employed here? What information do you think new teachers should have regarding:

1. The school?
2. The community?
3. The teaching assignment?

B. What would you suggest that we might do to help new teachers gain the confidence, insight, and knowledge which would make them happy and efficient teachers?

C. Would you be willing to help in an organized program of induction for new teachers?

Yes _____ No _____

Signed

lem of inducting new teachers. The administrator or supervisor should present the induction needs to the staff and give enough background about the problem to enable them to understand the nature of the responsibilities that should be accepted.

The staff can participate in deciding what the important and pertinent objectives of the induction program should be by filling in a short questionnaire such as the one in Form I. This questionnaire information could be collected in one of the meetings in which the problems of induction are discussed.

When the information requested in Form I has been collected, it can be tabulated and used in formulating a statement of purposes and objectives. The final statement of purposes and objectives of the induction program should have the endorsement of the staff. The process of developing the philosophy of induction as a basis for the program will clarify staff thinking on individual and group responsibilities.

The suggested procedures and techniques for developing a program of induction will be presented in a chronological order. The program can be divided roughly into the following divisions: (1) induction activities leading to the signing of the contract; (2) induction activities after the contract is signed, but before the teacher reports for duty; (3) induction activities when the teacher reports for duty; and (4) induction and supervisory activities which will continue until the new teacher is a well-adjusted member of the staff.

INDUCTION ACTIVITIES LEADING TO THE SIGNING OF THE CONTRACT

DESCRIBING THE POSITION

The position which is vacant needs to be carefully and completely described for these two reasons: (1) to supply the placement agency with information which will help it to discriminate in selecting potential candidates for the position and (2) to supply prospective candidates with enough information about the

position so that each may decide intelligently whether he wishes to be considered a candidate.

There are two basic steps in describing a position. The first is to make a position analysis; the second is to write a position description based on the position analysis.

POSITION ANALYSIS

Industry refers to a set of tasks as a job. In schools a given set of tasks to be performed usually is referred to as a position. Therefore the expression "position analysis" is used here in the same sense as "job analysis" is used in industry.

A position analysis is the identification of (1) what the teacher does, (2) why he does it, (3) how he does it, and (4) the skill involved in the doing.

In making a position analysis, a word of caution is in order. It must be remembered that the duties and tasks of the position are being analyzed rather than the teacher performance being evaluated.

The duties of the position are identified by listing the various tasks involved. Form II is an example of a position analysis sheet which has been filled in by a teacher. This position involves the following duties: teaching English and speech, supervising a study hall, sponsoring the junior class, working on teacher committees, meeting and counseling with parents, attending P.T.A. meetings and other school functions, and filling out records and reports. The tasks can be grouped chronologically or according to their nature, depending on which offers the clearest presentation.

A position analysis sheet can be completed by each currently employed teacher. At any particular time, then, it is possible for the school administrator to get a clear and concise picture of the nature and scope of each position in the system. After the teachers have completed the position analysis sheets, the administrator or staff officer must review the tasks and duties as listed. If it appears that the duties listed are not appropriate or well described, further

FORM II

Name of Position: English and Speech

Position No. 3

Name of Teacher: Jane Doe

Name of Teacher: Jane Doe

Room Number 201

Room Number 201

School Rogers

School Rogers

School Address 1816 13th St. N.W.

School Address 1816 13th St. N.W.

Position Analysis

On this form, list the duties that you are required to perform in this position. After each of the duties, note the approximate number of hours required per week. (Start each sentence with a verb such as teach, supervise, etc.)

Approximately

Duties	No. of Times per Week	Hours Spent per Week	Percent of Time
--------	-----------------------	----------------------	-----------------

1. Teach 2 classes of English III	5	8.33	21.4%
2. Teach 1 class Speech II	5	4.17	10.7%
3. Teach 2 classes of English IV	5	8.33	21.4%

4. Supervise 1 study hall	5	4.17	10.7%
5. Sponsor junior class	irregular	2	5.1%
6. Work on teachers' committees	2	3	7.7%
7. Meet with parents at school	irregular	2	5.1%
8. Attend P.T.A. meetings and other school functions	irregular	2	5.1%
9. Help with and/or sponsor school programs	irregular	2	5.1%
10. Fill out records and make reports	5	3	7.7%
Total Hours per Week			

1. No. of hours per week spent on preparation for classes, correcting papers, etc. 10
2. Average class size 30
3. List any special skills, knowledges, and/or abilities that you believe this position requires, which would not be required in other teaching positions.

FORM II (Continued)

I. Knowledges

1. Knowledge of school policies in regard to junior prom.
2. Knowledge of community resources in order to know where to seek equipment and help in regard to the prom.
3. Knowledge of dance bands and cost of good bands.
4. Knowledge of people in class who will assume responsibility and can be trusted on important prom committees.

II. Skills

1. Some special skill needed in planning junior prom decorations.
2. Skill in organizing of committees and seeing to it that they carry through plans.
3. Skill needed in group leadership.

III. Abilities

1. Ability in decorating for prom.
2. Ability in writing (teachers' in-service improvement committees).

IV. Give a brief statement of why you include certain content in your courses. (If possible, show how this fits in with the stated philosophy of the school curriculum.)

clarification can be secured from the teacher making the report. In many schools the *duties required* in a position are so indefinite that the administrator may find several teachers indicating identical duties in their positions. Position analysis can be utilized in balancing loads and in identifying overlapping responsibilities which often are the cause of personnel problems. An analysis of this type, then, has uses other than in the program of induction.

The description of the duties should show clearly just what is inherent in each duty. In other words, the teacher who filled out Form II not only stated that she was required to teach English but also gave the grade level of each English class and included short statements indicating the content.

If a teacher performs certain duties in a manner different from the usual methodology in which all teachers are trained, the major differences should be described. For instance, if the school uses the laboratory method of teaching the social studies and has special rooms and equipment available, this would be noted in the description of how the teaching is performed. The way in which reports are filed would be another example of an item to include in the position analysis.

The requirement of special skills and abilities, which are not common to other teaching positions in the school and are not necessarily a part of each teacher's preparation or training, should be noted in the position analysis. For example, the teacher who filled in Form II was the person responsible for helping the junior class plan its prom. If the position requires that the teacher have some artistic ability, this should be noted on the position analysis sheet.

The position analysis shows the approximate amount of time required for preparation for classes, correcting papers, etc. Due to the fact that the amount of preparation time needed or used may vary from teacher to teacher, this information should not be included in the main body of the position analysis sheet, but should be included as additional supporting data about the position.

THE POSITION DESCRIPTION

After the what, why, and how of the teaching position have been determined, the next step is the writing of the position description. The position description is a narrative which tells, in brief form, about the various duties and responsibilities of the position. The first paragraph should enable the reader to ascertain the exact nature of the position. It is a good plan, when possible, to start each sentence with a descriptive verb. Form III is an example of a position description. The information was obtained from the position analysis (Form II). The position description concisely and completely describes the duties and responsibilities, the approximate emphasis given to each, the approximate amount of time for preparation required to perform the duties, and a short statement of the salary to be paid.

FORM III

Name of Position _____

School _____

School Address _____

Position Description

Teach two classes of junior English (III) and two classes of senior English (IV). Teach one class of Fundamentals of Speech (Speech II), supervise one study hall, sponsor junior class, meet and counsel with parents, work on teachers' in-service improvement committees, attend school-sponsored functions and P.T.A. meetings, keep and fill out the required school reports.

Additional Information:

English III classes consist of American Literature and English IV classes consist mostly of English Literature. Teacher is expected to integrate written and oral expression. English III is required of all students, English IV is elective. Speech II is sophomore level. Approximately 55% of the time is devoted to these tasks.

About 45% of the time is devoted to: (1) supervising study hall (10.7%); (2) sponsoring junior class (5.1%); (3) working on committees (7.7%); (4) meeting and counseling with parents (5.1%); (5) helping with and/or sponsoring school programs (5.1%); (6) filling out records and reports (7.7%).

Approximate number of hours needed for class preparation per week: 10. Salary: \$2800 to \$4000. Yearly increments of \$100 per year for first two years. At the end of first two years the teacher's work is reviewed. If his work is satisfactory and he desires to remain, he is given an increment of \$200 at the beginning of the third year. The \$200 increment shall continue each year up to \$4000 on the basis of satisfactory performance.

THE POSITION SPECIFICATION

After the position has been analyzed and properly described, the employing officials are able to decide on the specifications required of a person who is to perform the various tasks involved. The position specification describes the requirements in terms of education, experience, age, skills, knowledge, and abilities needed to handle the position effectively and efficiently.

Form IV is an example of a position specification. When the employing personnel have a complete set of job analyses and job descriptions on all the positions in a school or school system, they will be able to note the positions in which the required duties and responsibilities appear to be heavier and more complex than others. A comparison of positions gives the employing officers some basis for deciding which positions require more experience, training, etc. The position specification should set forth those special skills, knowledges, and abilities which are peculiar to the particular position but may not be required for other positions.

If the community places special restrictions or requirements on teachers, and if the teachers are to be judged by their ability to meet these restrictions or requirements, these should be noted in the specifications.

The position description and the position specification should be given to all persons interested in a vacant position. After a prospective teacher has studied them, he may or may not wish to become a candidate. This eliminates the many letters of inquiry which usually follow an announcement of a vacancy, because many teachers will screen out themselves.

In large school systems where a waiting list of screened applicants is kept on file it becomes much easier to match applicants with the position. If one of the applicants whose name is on file appears to meet the specifications, a copy of the position description and the specifications can be sent to him along with the notice that he is being considered as a possible candidate. With this information the applicant will decide whether he feels he can meet the specifications and adequately perform the duties required.

The position description and specification should be sent to the teacher placement agency if the school is using this source as a means of locating prospective teachers. If the school submits an accurate description of the vacancy and a clear and concise set of specifications, the placement agency can select more intelligently

FORM IV

Name of Position: English and Speech
Position Number 3

Position Specification

The following personal and professional qualifications are needed for position number _____.

1. Education (minimum). Graduate of a four-year accredited college with a master's degree in English and an undergraduate or graduate minor in speech.
2. Experience (minimum). Three years' teaching experience in English and speech.
3. Age preferred. 25-35.
4. Special abilities, skills, knowledges needed:
 - (1) Ability to organize and lead pupils of senior high school level in planning and decorating for junior prom.
 - (2) Ability to work together with a group of teachers in planning and improving the school program.
 - (3) Skill in meeting and dealing with parents and school patrons.
 - (4) Ability to supervise a study hall of approximately 75 pupils.
 - (5) Knowledge of latest technique, method, and material in the teaching of English and speech.

Personal:

Must be able to go one or two hours without smoking, as smoking is not permitted in the halls, classrooms, washrooms, and on school grounds; only permitted in teachers' lounge.

from its files of teaching candidates. A school which has done well in describing the vacancy and in setting forth the specifications should expect the employment agency to do the initial screening. Some college and university placement agencies announce the vacancies, with little or no description, in their college newspapers or on bulletin boards, thus forcing the employing officials to carry the major load of screening. Of course, unless the employing officials supply the placement agencies with such information as suggested here, they cannot expect the agencies to perform effectively in locating teachers who can meet the specifications.

THE NEXT STEPS

After the vacancy has been announced to those teachers who most nearly meet the specifications of the position, the next step in the preemployment induction process is to arrange for further contact between the applicant and the representative of the school system seeking a new teacher. It is during this stage that attitudes about the school system will be formed. True or false impressions and conclusions often are drawn by the teacher who finally enters into a contract. If he enters the system under a false impression as to the position, the school, the staff, or the community, he is faced with disillusionment, frustration, and disappointment which many times lead to failure or, at best, to poor teaching.

COMMUNITY-SCHOOL DESCRIPTION

Teachers who are being considered seriously for a position should be furnished with a short "community-school" description. Form V is an outline of the information that should be included in such a description. It is based on those items of information which approximately 100 experienced and beginning teachers said they would like to know about a school and community before being employed.

If the applicants who are to be invited for an interview have

received the community-school description in advance, they will be in a better position to ask the questions which are of primary concern to them.

Form V

COMMUNITY AND SCHOOL DESCRIPTION

The Community

Name of Community—Geographical Location
(Roads and nearby cities)

Population: Present _____

Trend _____

Dominant Vocational Groups _____

Dominant Racial Groups _____

Churches in the Community _____

Libraries, Museums, Art Galleries, Etc.

Activities of Civic Interest _____

Outstanding Historical Characteristics _____

Health Facilities _____

Parks and Playgrounds _____

Other Recreational Facilities (bowling,
golf, movies, etc.) _____

Transportation Facilities (in and out) _____

Evidence of Community Pride _____

Evidence of Community Interest in the School _____

Civic Organizations _____

Shopping Facilities _____

Housing Facilities _____

The School

Characteristics of the Building _____

Characteristics of the Site _____

Enrollment _____

Number of Teachers _____ Number of New Teachers _____

Location of the School _____

Special Building Facilities for Audio-Visual, Physical Education, Laboratories, Health, Cafeteria, Etc. _____

Supervisors _____

Name and Position of Immediate Superior

Special Equipment Available _____

If the interview is held away from the school site or the city in which the school is located, the community-school description

is of even more consequence to the prospective teacher. Even if the interview is held at the school the community-school description is important. Armed with this information an applicant can better survey the situation when he arrives on the scene.

THE INTERVIEW

School systems vary as to employment practices, but rarely is the interview omitted as one of the means of employment. In large systems the applicant's interview may be held with a personnel director, who will decide whether to put the applicant's name on the waiting list and, when a vacancy occurs, will refer the applicant to the principal of the building for further interviewing leading to the awarding of a contract. In small systems the applicant usually is interviewed by the superintendent and principal, and often only by the superintendent. Some school systems arrange for candidates to interview members of the teaching staff.

In the past, no matter what the employment procedure was, the interview was looked upon only as a means of "sizing up the applicant" rather than a process whereby both parties concerned were given an equal opportunity to "size each other up."

A more recent trend is to allow and to urge the applicant to ask questions and to make a careful inspection of the community-school characteristics before entering into a contract.

INTERVIEW CHECK LIST

Teachers who have been interviewed indicate that the employing official was kind and that he urged them to ask questions. Nevertheless, these teachers hesitated to raise many questions for fear that they would give the impression of being too demanding. A method which would help both the teachers being interviewed and the interviewing school administrators is the use of an interview check list designed to insure that the interviewer will receive the information which is vital to him.

Form VI is an example of such an interview check list. It sug-

Form VI

GO AHEAD-PUT US ON THE SPOT!!

To the applicant:

We realize that you are as interested in "learning" about us as we are in "learning" about you. It is our sincere desire that you receive all the information that you think important.

Recognizing that you need information on which to base a decision to accept or reject an offer of employment (if one should be made), we have listed some items of information about which you may like to ask questions during the interview.

Will you check those items which you would like to have answered during the interview. If there are any others on which you would like to have information, please note them on this check list. Please do not hesitate to ask questions. Remember, this interview is as important to you as it is to us! Take notes-if you want to. You can keep this check list after the interview.

I want to be sure to receive information on (check those items on which you want information):

1. Classes or grades to be taught _____
2. Extracurricular assignments _____
3. Any community restriction on personal life _____
4. Enrollment of the school _____

5. Approximate number of children in each class or grade_____
6. Housing facilities_____
7. Transportation facilities in and out of community_____
8. Number of plays, programs, etc., that the teacher is expected to prepare during the year_____
9. Salary schedule_____
10. Activities of civic interest in the community_____
11. Churches in the community_____
12. Dominant vocational groups in the community_____
13. Dominant racial or nationality groups in the community_____
14. Recreational opportunities in the community_____
15. Number of teachers in the school_____
16. Number of new teachers in the school

17. School building facilities_____
18. Expectation of teacher's time on week ends_____
19. Activities in which community expects teachers to participate_____
20. Community interest in school_____
21. General characteristics of students

22. Name and position of immediate superior_____

23. Number of supervisors and the areas in which they help _____
24. The ways in which teachers spend their leisure time _____
25. Expectation of teacher's presence at P.T.A.'s, school programs, etc. _____
26. Demands made on teachers by the community for art work, musical numbers, speeches, parades, etc. _____
 1. List any other items on which you would like information:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

gests items of information about the school, the community, and the teaching position that the candidate may want to have.

The teacher can check the items of information which he wants to have covered in the interview. If given this opportunity he can be assured of securing all the information he wants without fear of embarrassment to himself or of creating a bad impression.

VISITING THE SCHOOL AND COMMUNITY

Many school systems have a policy which requires prospective teachers to visit the school and community and probably to be met and interviewed by some of the experienced teachers. This practice is commendable, especially if every effort is made to provide the prospective teacher with information which is pertinent to him. If a school follows the above practice these suggestions may be helpful in making the prospective teacher's visit a profitable one:

1. Before the time for the visit send the applicant a community-school description (Form V) and an interview check list (Form VI).
2. Arrange for a small committee of teachers (one, two, or three) to act as a reception committee. This committee should do some planning and arrange a schedule of visits in the school and in the community. Mealtime is an excellent opportunity for informal discussions.
3. The administrator (principal, superintendent, or supervisor) should see that the applicant has an opportunity to visit with the teacher representatives when he is not present.
4. Don't start the visit with a formal interview. Let the reception committee take the applicant around to meet other teachers and look over the school. Arrange for the interview with applicant after he has had a chance to look around and ask questions.
5. Urge the applicant to refer to his community-school description and the interview check list and make a note of any questions he wants to have answered during the interview, if they have not been answered satisfactorily by the teacher he has visited.
6. It is a good policy to pay traveling expenses, if applicants are requested to come for an interview. This is especially true if more than one applicant for the same position is asked to come as a condition of employment. A few schools pay expenses on the following bases: (1) if the applicant is not offered employment, and (2) if the applicant is offered employment and accepts the offer. If the applicant is offered a contract and refuses employment his transportation is *not* paid. (This policy is workable *only* if the applicant knows what the salary for the position is before he comes for the visit.)

THE CONTRACT

Courts will interpret a contract as an evidence of the "meeting of minds" if the services to be rendered are stated (these often are very general), if the amount of payment for the services to be rendered is stated, and if the proper signatures of both parties are on the contract. While this may be legal, it is evident and documented by research that literally thousands of teachers enter into contracts not knowing what they are going to teach, much less knowing anything about the school system and the community.

Every alert administrator will see that, when a teacher signs a contract, he signs it with a thorough knowledge of the requirements of his new position, the community, and the school and its more important policies. If this is done, there is a "meeting of the minds." After the contract is signed, changes in position assignment should not be made unless the newly employed teacher is informed and his consent is given.

A FINAL CHECK LIST

It is wise to be certain that the prospective teacher knows and understands the following before he signs the contract (based on Lane's research):

1. Specific classes or grades to be taught.
2. All the tasks involved in the teaching position.
3. Personal habits not approved by the community.
4. Enrollment in the school.
5. Approximate number of children in each class or grade.*
6. Type, cost, and condition of housing.
7. Transportation facilities.
8. Salary schedule and policies.*
9. Activities of civic interest in the community.*
10. Churches in the community.
11. Dominant vocational groups in the community.*
12. Dominant racial or nationality of groups in the community.*
13. Recreational opportunities in the community.*
14. Number of teachers in the school.
15. Number of new teachers in the school.
16. Expectation of teacher's time on week ends.
17. Activities in which the community expects teachers to participate.*
18. Community interest in the school.*
19. School building facilities.
20. General characteristics of the students.*
21. Name and position of immediate superior.

(* Items that need further study after reporting for duty)

Sound employment procedures help insure confidence on the part of the new teacher when he takes over his new position. The new teacher who finds things about as he expected them when he signed the contract will have a much easier time adjusting to the new situation than the one who finds that things are not at all as he expected. The purpose of a good induction program is to help new teachers adjust quickly and easily. The employment practices, therefore, play a major role in the induction program.

**FROM SIGNING OF THE CONTRACT
TO REPORTING FOR DUTY**

The signing of a contract changes the status of the teacher applicant to that of a new member of the teaching staff and of the community. Information now has a more official meaning for the teacher.

LETTERS OF WELCOME

One of the purposes of induction is to develop good attitudes toward the school and the community. The desire for being wanted and accepted is common to most people. The school staff and the people of a community should show some evidence of satisfaction and happiness in obtaining the services of the new staff member and assure him that he really is wanted.

The local education associations can participate in the program by writing letters of welcome to the new teachers. Such a letter might include information about the association or organization which is welcoming the teacher as well as other teacher organizations which the newcomer is eligible to join.

Many teachers are employed without having met the members of the school board. Even when the teachers never meet personally the members of the board of education, it remains an important body to them all. The school board is the official representative of the school community. A letter of welcome, therefore, from the school board takes on a twofold meaning. In the first place it is

a greeting from the official controlling body of the school system. In the second place it is a greeting on behalf of the community through the board. It should, therefore, contain two distinct parts: (1) a greeting on behalf of the school system and (2) a greeting on behalf of the community. This letter might include descriptive information about the community and school. The local chamber of commerce or some similar group often can supply interesting descriptive material about the community.

The chamber of commerce is interested in making the local community a good place in which to live. It is interested in attracting business and industry which will make the community flourish. Good schools are essential to a prosperous and progressive community. Good teachers make good schools. The chamber of commerce and the business people which it represents have a real stake in the school system. The chamber of commerce can help the board of education attract and retain excellent teachers. One of the finest gestures that could be made at this point would be for the chamber of commerce to write the newly appointed teacher a letter of welcome and enclose literature which will help him see the potential of the community of which he is about to become a member. An offer of coöperation in helping the teacher to make his teaching meaningful through field trips to the businesses and industries of the community is most appropriate.

The businessmen, as well, have a stake in the schools. In some communities individual businessmen write letters of welcome and invite the new teachers to use the services they have to offer. Banks, for instance, might write a letter of congratulations upon the fact of employment and invite the new teacher to take advantage of their services.

A word of welcome to the new teacher from the local churches might be deeply appreciated. Teachers with families are concerned about the personal interests of their families, and religion usually is one of these interests. A folder containing the name, denomination, time of services, and location of each of the churches is

valuable. The names of the pastors also should be listed with an invitation for the new teacher to write to any of them.

THE NEW TEACHER'S HANDBOOK

The use of handbooks containing pertinent information about the school has long been a device for supplying information to teachers. In recent years schools have devised handbooks especially for new teachers. As noted in Chapter 4, new teachers feel that the handbook is important, but that it is not the most effective means of supplying pertinent information. The main reason for this judgment is, no doubt, that many handbooks are voluminous and contain much information which is not readily or easily understood. This fact does not discount the importance of the handbook for new teachers if it is properly used and properly constructed. Two things must be kept in mind. The first is that the information contained in the handbook must be the information which new teachers want. The second is that the information in the handbook should be used as a basis for discussion between new teachers and school induction officers after the new teachers are under contract for a specific assignment.

A good way to use a handbook for new teachers is to send it or give it to the new teachers before they report for duty. If they have an opportunity to study the handbook before reporting for duty, they will be in a better position to carry on an intelligent discussion about the material included.

Form VII is a suggested check list of information which might be used in selecting the contents of a handbook for new teachers. The local school may want to add more information, use only some of the items listed, or develop several brochures or handbooks which contain the information suggested in Form VII. This form is a list of the essential items of information. The "Check List for a New Teacher's Handbook" is divided into two parts, the first containing items of information about the community which new teachers have indicated that they want, the second

FORM VII

CHECK LIST FOR A NEW TEACHER'S
HANDBOOK

The Community

1. Map showing bus routes, location of schools, important buildings, and stores in the community.
2. Recreational opportunities.
 - a. List of parks and facilities location
 - b. List of theaters location
 - c. Golf courses location
 - d. Bowling location
 - e. Bridge Club opportunities
 - f. Hunting and fishing opportunities location
 - g. Others
3. List of activities of civic interest in the community (i.e., civic concerts, plays, fairs, rodeos, festivals, etc.).
4. Historical information concerning the community and its school system.
5. Churches in the community.
6. Information about major industries and vocations in the community.
7. Railroad and bus lines in and out of the community.
8. Names and positions of prominent community leaders.
9. Dominant racial and nationality groups in the community.
10. Civic clubs or organizations which teachers may join.
11. Fraternal organizations in the community.

12. Health facilities in the community (hospital, clinics, and doctors).
13. Community interest in the school.
14. Names and positions of school board members.

The School

1. A short history of the school system.
2. The characteristics of school support.
3. An organization chart of the school system.
4. A description of the function of each department (special education, etc.).
5. The names of supervisors and the areas in which teachers can expect help from supervisors.
6. The names of specialists and their relationships to the educational program.
7. The philosophy of the school (keep it simple).
8. School policies in regard to:
 - (1) teacher absences
 - (2) time of day teachers are to report for duty
 - (3) time teachers are free to leave the school
 - (4) salary schedule
 - (5) extra pay for extra work
 - (6) insurance and retirement plans
 - (7) discipline
 - (8) teacher's authority
 - (9) use of gym and other special rooms
 - (10) use of special equipment
 - (11) channels of appeal

- (12) sick leave
- (13) leaves of absence
- 9. Places where books, supplies, and equipment are kept and how to obtain them.
- 10. Special facilities which are available in the building.
- 11. Names, addresses, and telephone numbers of the teaching and administrative and supervisory personnel.
- 12. Information concerning professional organizations and services such as:
 - (1) teachers' retirement system (state and local)
 - (2) insurance programs
 - (3) local, state, national education associations
- 13. The school marking system
- 14. A calendar showing vacation dates and other important dates during the school year.
- 15. Enrollment of the school and of the school system.

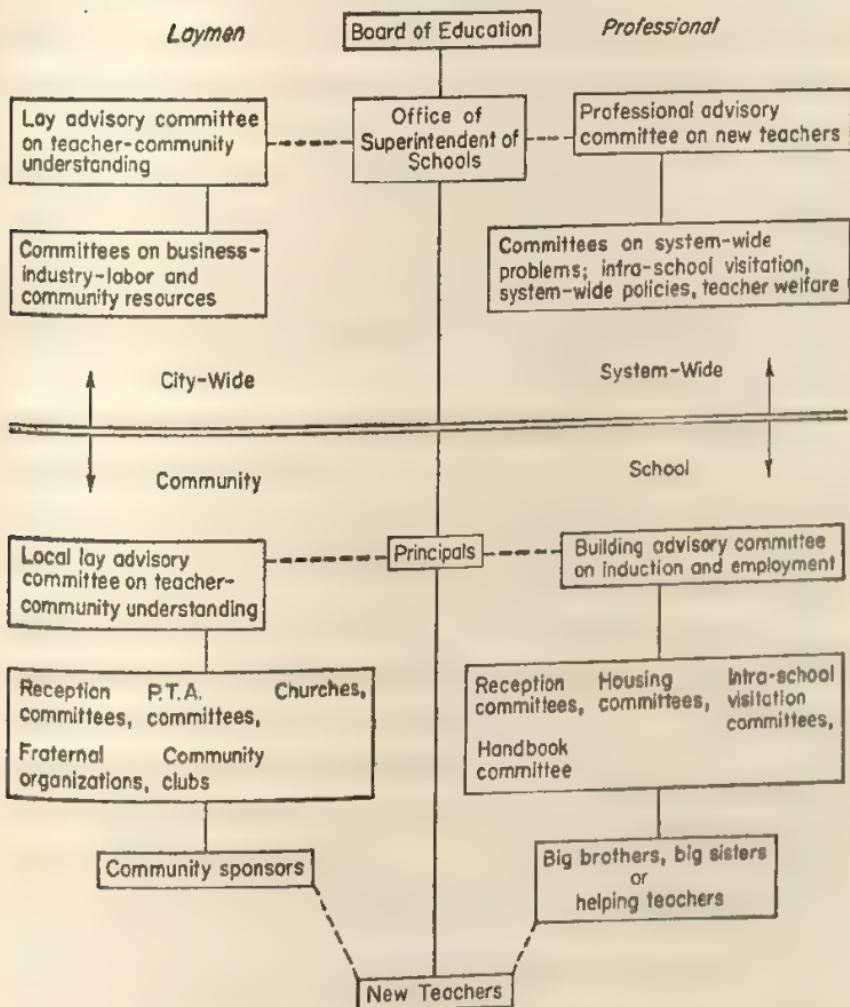
devoted to items of information pertaining to the school and the teaching position. These items can be changed or adapted to meet the needs of the local school situation.

ORGANIZING AND PLANNING BEFORE THE NEW TEACHERS ARRIVE

Plans have to be made and responsibilities of resident staff and lay citizens defined before the new teachers arrive. Unless this is done the induction activities may be so unrelated as to bewilder rather than help the newcomers to the system.

The chart on page 353 is a suggested organization for the induction of new teachers. There are some induction activities which are system wide and community wide. Other induction activities

Suggested Organization for Induction
of New Teachers



are confined to a particular building and a particular community.

It is suggested that lay and professional advisory committees be established which will coördinate induction activities on a city-wide or district-wide basis. The lay committee on community-teacher understanding is responsible for advising and working with the superintendent of schools on organizing business, labor, industry, and other community-wide groups in such a way that

they will be able to participate effectively and directly in the program of welcoming and inducting new teachers.

The professional advisory committee composed of teachers and administrative and supervisory personnel is responsible for submitting plans and devising ways and means by which new teachers can become acquainted with the school system as a whole.

It should be noted in the accompanying chart that an organization of committees at the local school or community level is suggested. These committees are in addition to those established for the planning on a city-wide or school-system-wide basis. Perhaps the most important induction activities take place at the local school and community level.

It is suggested that each principal in a large system have a local lay advisory committee charged with helping new teachers to understand and appreciate the community. This local lay advisory committee is responsible for coöordinating the efforts of all local lay organizations coöperating in the program.

"Community sponsors" are people in the community who have been given the responsibility of seeing that new teachers have an opportunity to meet people and to become acquainted with the various organizations in the community. Information can be secured from the new staff members on their interests, hobbies, and clubs in which they are members or which they would like to join. Through the local advisory committee this information can be passed on to a community sponsor, who is in the best position to help the teacher pursue his interest and hobbies in the community. It must be emphasized to community sponsors that their task is to provide an opportunity for the new teachers to meet the people and appraise the clubs or organizations. The decision to join or not to join must be left to the new teacher. It should not be necessary for the sponsor to spend many hours of time with the teacher. An overly ambitious sponsor could make the teacher's adjustment very difficult.

The local building advisory committee has the responsibility of

coöordinating the school staff activities in regard to inducting new teachers, i.e., compiling the necessary information and organizing the school staff to participate effectively in the induction program. Committees on housing, welcoming, visitation, handbooks, etc., should be established. The work of these committees is to be coöordinated by the local school advisory committee.

A number of school systems provide each new teacher with an established teacher on the faculty whose responsibility it is to advise, help, counsel, and acquaint the new teacher with the school, the community, and his teaching assignment. Other school systems provide a helping teacher who has been relieved of all or a part of his duties to serve as a supervisor and helper for new teachers. The big brothers, big sisters, or helping teachers must be well adjusted and sympathetic people. They must be able to keep confidences, give advice, and provide help in such a way that they will become respected advisers and friends.

Good organization is the vehicle which provides for a systematic, thorough, and effective induction program. Each school system will need to define clearly the relationships, duties, and responsibilities of the school personnel in the induction program. The organization needs to be tried and revised until the best possible one is found. It must be remembered that the organization is the means and not the end in an induction program. It must be reviewed critically from time to time to ascertain whether the best possible procedures are being used in providing new teachers with help and information which will make them happier and more effective in their new positions.

IN SUMMARY

As a matter of summary it must be emphasized that there is a certain minimum amount of detailed information which new teachers want to know *as soon as possible* after they sign their contracts and before they report for duty:

1. Date to report for duty.

2. Whom to see for living accommodations.
3. When to make arrangements for living accommodations.
4. Nature of pre-session responsibilities.
5. Names of supervisors.
6. Health facilities in the community.
7. Description of marking system.
8. Number of salary payments per year and dates paid.
9. Available instructional materials.
10. Local required course of study.
11. Specific guidance and counseling responsibilities.
12. Types of records and reports required.
13. Time teachers are to be at school and time teachers can leave the school.
14. Description of building facilities (audio-visual, lunch, auditorium, etc.).
15. Activities of civic interest in the community.
16. Churches in the community.
17. Vacation dates.
18. Transportation facilities.
19. Approximate enrollment in classes.*
20. Specific assignment.*
21. Salary, retirement, and insurance plans.*

(* Wanted before contract, if at all possible)

AFTER THE TEACHER REPORTS FOR DUTY

If the new teacher has entered into a contract with a full knowledge of his duties and responsibilities and if he has received information about the school and community, his induction upon reporting for duty will be simplified. No doubt he will be nervous and somewhat uncertain because he must meet with a professional staff and others with whom he is unacquainted. His main desire is to "measure up" to their expectations.

The strongest reasons for uneasiness in facing the new situation are perhaps the many unknown factors. A letter to the new teacher, offering to meet him when he arrives in town, is one of

the best ways to put him at ease. If possible, the "big brother" or "big sister" should meet the new teacher when he arrives. If a member of the teaching staff cannot be on hand, every effort should be made to have a member of the administrative or supervisory staff or an interested citizen "do the honors."

Probably the new teacher has secured a place to live before he arrives to take up his teaching duties. If so, the official greeter should take him to his new home and show him the location of restaurants, theaters, barbershops, stores, etc., in his neighborhood.

THE PRE-SESSION WORKSHOP

Many schools are using the pre-session workshop, in which the teaching staff reports for duty before school officially opens, for the purpose of planning the coming year's work and activities. This is one of the finest devices for in-service development and professional growth both for experienced and for inexperienced teachers.

While the pre-session workshop is valuable, the new teacher often feels lost, possibly because he has not taken part in the planning of the past programs or been in on the many discussions of the staff which led them to the current plans and activities. New teachers have indicated that they would like to have some opportunity to raise questions which are unique to their newness. They fear that they would be wasting valuable staff time by raising too many questions in the general sessions for all members. It seems apparent that, for at least a part of the pre-session workshop, the new teachers need to have an opportunity to meet with administrative and supervisory personnel at a time when their particular questions can be answered.

Some of the items of information which will be of help to new teachers during the pre-session workshop are as follows:

1. The material contained in the new teacher's handbook.
2. The material contained in the regular faculty handbook.
3. The procurement of supplies.

- a. during the pre-session workshop the new teachers should be given help in procuring supplies. Each new teacher should have an opportunity to arrange his room and to examine and organize all his teaching materials.
4. The opening day of school—with an opportunity provided each new teacher to examine all the necessary records and reports that will have to be used on the first day of school.
5. The records and reports each teacher will have to keep during the school year. Each new teacher should have an opportunity to practice filling out the necessary reports.
6. Specific data about the children that the teacher will have in class.
7. The building and site; this is best accomplished by a tour.
8. The daily schedule.

The above suggestions are but a few of the many kinds of information which will be necessary for new teachers. School administrators must see that the new teacher is not burdened with too many responsibilities and meetings during the pre-session workshop. It is not fair to expect a new teacher to participate in the workshop on the same basis as the experienced teachers and, in addition, to participate in other sessions designed only for new teachers. One thing, mentioned by many new teachers, is that they are kept so busy attending meetings, meeting people, and learning about the multitude of policies, courses of study, etc., that they cannot spend enough time in the classroom by themselves. New teachers want some time to prepare their lessons for the first days of school.

A caution must be given at this point. Remember that the induction program is a series of activities involving the entire year. School officials should not expect to induct a new teacher into the school, the community, and his new position in the course of one or two weeks. Big brothers, big sisters, community sponsors, and community organizations must plan a program of activities spread over the entire year so as not to burden the new teacher.

It was noted in a previous chapter that new teachers often are

given heavier teaching loads than are previous or carry-over teachers in the system. Unless some allowance is made in the teaching assignment of new teachers, it will be difficult for them to benefit from any kind of induction program. If the teaching load is heavier for them than for most experienced teachers in the system, the chances are good that the induction program will be a burden to the new teachers and will have a negative effect on them. In such instances, it will defeat its own avowed objectives.

A PRE-SESSION WORKSHOP FOR NEW TEACHERS

The school system of Rochester, Minnesota, has a one-month pre-session workshop for new teachers. This practice is most commendable. Unfortunately, a great majority of school systems have no pre-session workshop at all. A short pre-session meeting with new teachers before the regular teachers arrive is desirable. This gives the newcomers an opportunity to have the school and the administration and supervisory personnel available without interference.

A SUGGESTED FIVE-DAY PROGRAM TO ACQUAINT NEW TEACHERS WITH THE SCHOOL AND THE COMMUNITY

First day—getting acquainted

1. Address of welcome by the superintendent of schools.
2. A welcome and a description of the city and the community resources by a lay citizen.
3. Introduction of all present.
4. A description of the services and resources available to teachers in the school system.
5. Discussion period. Questions and answers about the school system and the community.
6. An organized tour of the city, the community, and the school system.

Second day—gaining an understanding of the school

1. A discussion of the retirement plan, insurance programs, sick leave, and salary policies.

2. A study of records, reports, and teacher's registers. (Some systems provide old registers for teachers to study. Each teacher practices filling them out.)
3. A description of any special programs in the system such as reading, health, etc.
4. A study and discussion of the available teaching materials and demonstration of the proper use of projection equipment.

Third and fourth days—gaining an understanding of the teaching position

1. Secondary and elementary teachers meet at the school where each is to work.
2. A study of the program offered in the school.
3. Examination of courses of study.
4. Examination of standardized tests that have been and are to be used.
5. Examination of textbooks and all supplementary materials.
6. Checking out of textbooks and teaching materials.
7. Each teacher works in her own room, arranging and decorating it and/or making out lesson plans.

Fifth day—gaining an understanding of the children and the parents

1. A discussion on the backgrounds and interests of the children in the school.
2. A discussion of the school guidance program.
3. A discussion on evaluating pupil progress.
4. A discussion on reporting to parents and teacher-pupil-parent relations.
5. A picnic sponsored by the P.T.A. or similar organization for parents, children, and new teachers.

THE FIRST WEEKS OF SCHOOL

If the induction program has been properly organized and carried out, the new teacher can start his first days of school with confidence. He should have been assigned a "big brother" or "big sister" who has shown him around and helped him get the in-

formation he needs. The building advisory committee on coördinating the induction program should have the reception committee, housing committee, and handbook committee functioning along with the other committees who help in the induction program.

If the new teacher has not met all of the old staff, a special effort should be made to introduce him and to describe his background, his interests, and his hobbies. A personal introduction is often more effective than wholesale or group introduction at some social meeting.

Many times the new teacher is left to his own devices in meeting the students in the school. This responsibility could be assigned to the student council. A special reception for the new teachers, planned by the council, would help develop good attitudes between pupils and new teachers. If students are given some responsibility in helping the new teacher to become acquainted, they will be less likely to "test him out" in the classroom.

The teacher's big brother, big sister, or supervisor should contact the new teacher at the end of the first day of school "to check on how things went that day" and to help with problems which may have arisen during the day. The big brother or sister also should make it a point to meet the new teacher at the lunch hour and take him to lunch, if desired.

Many schools have receptions or dinners or both, at which time the new teachers are guests of honor and are introduced to the staff and the people in the community. This is a desirable practice, but it must be considered only one of the devices to be used in the induction program.

Too often a school system will attempt to squeeze all the induction activities into the first week or two of school. As a result, the new teacher often is overwhelmed rather than helped. He needs an opportunity to understand and to study what he has seen and done.

AFTER THE FIRST WEEKS

During the remainder of the year or until the new teacher has become fully adjusted to and understands the school and the community, the responsible school personnel should do the following things:

1. Continue a series of planned conferences with the new teacher on the problems he encounters.
2. Provide an opportunity for observation of competent teachers in the system.
3. Supply a continued program of guidance in helping the new teacher plan his work.
4. Provide an opportunity for evaluation sessions between the new teacher, his supervisor, and his administrator.
5. Provide opportunities for the new teachers to understand the children and their parents.
6. Provide opportunities for new teachers to meet together and discuss common problems.

The local lay citizens' committee on teacher-community understanding should be providing the following opportunities for new teachers:

1. Visits to businesses, factories, and labor unions.
2. Visits to parks, zoos, and other points of interest.
3. Introduction to church groups and fraternal organizations.
4. Introduction to and meetings with community clubs.
5. Opportunities to attend concerts, recitals, etc.

Induction is a continuous process which starts with the announcement of the vacancy and ends when the teacher has become confident and competent enough to continue in his position free from frustration, uncertainties, and fears which are unique to his being new. The induction program provides a means for a new teacher to demonstrate his true competence and ability, rather than forcing him to labor while fettered by the chains of uncertainty.

To accomplish this, the school administrator must mobilize and organize the personnel and materiel in the school system and in the community in such a way as to assist the new teacher in becoming a happy, confident, and competent member of the school system and of the community.



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